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ABSTRACT

Intended for use by teachers, researchers, and students concerned with reading instruction, this index presents abstracts of 445 descriptive and research reports. The citations are arranged into three sections. The first section, "The Reading Process," contains subdivisions dealing with theory and overview and with the components of reading. "The Reading Program," section two, is subdivided into six topics: administrative considerations, types of reading programs, methods of teaching reading, materials for teaching reading, evaluation, and public and school libraries. The subdivisions of the third section, "The Student as Reader," are environmental factors, attitudes, interests, and self-concept. (FL)

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FOR TEACHERS OF READING:

ABSTRACTS FOR *ELEMENTARY ENGLISH/LANGUAGE ARTS*, 1970-1976

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Preface

In 1972 Larry A. Harris and E. Marcia Kimmel compiled For the Reading Teacher: An Annotated Index to "Elementary English," 1924-1970. Their work represented the cooperative effort of a large number of people and the ERIC Clearinghouses on Reading and the Teaching of English.

The present index is intended to serve as a companion volume to the earlier index. For Teachers of Reading: Abstracts for "Elementary English/Language Arts," 1970-1976 presents abstracts of 445 descriptive and research reports that should be of value to professionals concerned with reading instruction. Since Elementary English became Language Arts in September, 1975, articles published before September, 1975, appeared in Elementary English. Articles published on or after September, 1975, appeared in Language Arts.

Completing the index was a task of no small magnitude. Nancy Galen was especially talented in the many areas in which she provided assistance. The following advanced graduate students at Northern Illinois University provided help by writing, editing, and/or classifying the entries that appear in this index: Paul R. Baker, Anita Braun, Judy Cassani, Sharon Garton, Carol Petersen, Arlene Romaneck, Paula Schoenfelder, and Patricia Skriba.

Although I assume ultimate responsibility for the final product, all those who assisted as the project moved from an idea to completion deserve special thanks and recognition. I have always possessed a deep respect and admiration for my students; these abstracts offer concrete evidence that they deserve that respect and admiration.

Jerry L. Johns, Compiler

How to Use This Index

The Table of Contents provides the point of departure for locating abstracts that are of interest to professionals in reading. Because the index is intended to serve teachers, researchers, and students of reading, several aids are included.

Since the articles are grouped by category, all professionals can easily locate those items of potential interest. Cross referencing makes it possible to find related articles easily. Researchers can locate articles that are primarily research and summaries or critiques of research, since they are marked with a (*) after the number of the article. Articles that include bibliographies of children's books are indicated with a (B) following the abstracts.

In addition to the abstracted articles appearing in this index, there are two regular features of Elementary English/Language Arts which may be of interest to reading professionals. Elementary English/Language Arts has published a number of reviews of the research in the elementary language arts. These research reviews, written by William D. Sheldon and others, were under the sponsorship of the Committee on Research of the National Council of Teachers of English. Interested professionals are directed to the following issues: April, 1971; February, 1973; May, 1973; November/December, 1973; November/December, 1974; January, 1976; and November/December, 1976.

Another regular feature of potential interest is the "Instructional Materials" column, which first appeared in Volume 50(1973). These articles, written by Julie McAlpine, Stephanie C. Sullivan, and/or L. Jean York, provide annotations of recently published instructional materials intended for use with elementary level language arts or reading classes.

The organization and presentation of the abstracts should make the index highly usable to a diverse group of professionals who seek to improve reading instruction, whether by pursuing better classroom practice, writing articles or research papers, or conducting needed research.

SECTION I: THE READING PROCESS

Theory and Overview

General

1. BETTS, Emmett Albert. "Reading: Linguistic Guide Lines." 51(Sept. 1974), 829-831.
Offers twenty linguistic guidelines for reading instruction.

2. DOWNING, John. "The Reading Instruction Register." 53(Oct. 1976), 762-766, 780.
Suggests that all children pass through a period of cognitive confusion in learning to read and that the special language used to talk about reading, the reading instruction register, requires the rediscovery of the linguistic concepts which led to the invention of alphabetic writing. Surveys research pertinent to these concepts. Concludes that the language-experience approach can help children become aware of the linguistic units they use in speaking and listening.

3. GUTKNECHT, Bruce A. "How Do You Teach Reading?" 50(Jan. 1973), 77-80.
Describes several practices used in reading and language arts instruction which are not based on a sound theory of the reading process.

4. HARDIN, William J.; and Shands, Frances. "Learning to Read: A Conceptual Model." 50(Sept. 1973), 881-883.
Presents a conceptual model of the relationships among code breaking, comprehension, and verbal language within the process of learning to read. The model consists of nine stages: experiential background, verbal language, visual-symbolic discrimination, transference, word identification, integration, comprehension, reaction, and evaluation.

5. MILLER, John W. "Linguistics and Comprehension." 51(Sept. 1974), 853-854, 857.
Contends that critical reading can be taught through the application of some grammatical restrictions.

6. PIKULSKI, John J. "Linguistics Applied to Reading Instruction." 53 (Apr. 1976), 373-377, 384.
Explores some of the commonly agreed-upon linguistic generalizations that have implications for classroom reading instruction. Reviews linguistic concepts related to word recognition, oral reading, comprehension, evaluation of reading, and dialect.

7. SEYMOUR, Dorothy Z. "Linguists on English Usage and Reading." 47(Mar. 1970), 388-391.
Suggests that some linguistic theories are not applicable to the classroom situation. Recommends that what linguists theorize about language should continue to be subjected to close scrutiny by classroom teachers. Two issues where inconsistencies are evident include dictionary content and methods of reading instruction.

8. VEATCH, Jeannette. "Key Words and Piagetian Concepts: A Suggestion." 49(Oct. 1972), 823-825.
If Piaget's theory that children move through sensori-motor and pre-operational stages to the concrete operational stage of thorough understanding is correct, then a similar kind of development must take place as children learn to read and write. Current procedures for developing the skills of literacy may be non-developmental because a majority of programs of beginning reading instruction use language other than the children's own.

9. WILKINSON, Andrew. "Oracy and Reading." 51(Nov./Dec. 1974), 1102-1109.
Discusses the importance of oral language in developing literacy. Gives examples of patterns of organization and constraint in children's language. Stresses the need for children to read books that interest them, that use words children understand, and that contain well-formed sentences.

See Also: 50, 51.

Language-Based/Psycholinguistic Theories

10. COHN, Marvin. "The Reader's Rudder." 49(Mar. 1972), 369-371.
"Reader's rudder" is a phrase coined by Cohn to describe an internal attribute within a child which determines whether or not rereading will be attempted. This "rudder" consists of two criteria: (1) criteria of content--decisions about whether the author's overall purpose and meaning are being understood; and (2) criteria of form--expectations about the internal characteristics of what is being read. A good reader learns to apply these criteria and thus will reread to clarify the meaning of a passage. But there are many pupils whose comprehension ability and narrow interests suggest that they do not use these criteria. Concludes that reading ability would improve if teachers consciously promoted sensitivity to the criteria of content and form.

11. DAVIS, David C. "Code Systems Found in Initial Reading Materials: A Taxonomy." 49(Jan. 1972), 27-32.
Identifies code systems used in communication, in reading instructional texts, and in supplementary material. Classifies these code systems into: (1) graphic codes, (2) idea codes, (3) word codes, (4) alphabetical codes, and (5) electronetic codes.

12. EMANS, Robert. "Oral Language and Learning to Read." 50(Sept. 1973), 929-934.
Outlines four principles based on the knowledge of ways in which oral language is mastered by children. Contends that these principles should be used in guiding reading instruction.

13. FILLION, Bryant; Smith, Frank; and Swain, Merrill. "Language 'Basics' for Language Teachers: Towards A Set of Universal Considerations." 53(Oct. 1976), 740-745, 757.
Supports the position that there are a set of universal principles that should guide all teachers involved with language learning. Twenty such principles are presented and described. The statements are organized according to three sub-headings: the nature of language, language learning, and language in school.

14. FOX, Sharon E. "Freeing Language in the Classroom." 53(Sept. 1976), 612-616.
Argues that the insights into language acquired through researching and developing psycholinguistic theories should serve as a basis to explore ways in which teachers can encourage, enhance, and expand the acquisition of language skills. Suggests providing rich language data by reading aloud to children and providing opportunities for practice through sharing books, role playing, puppetry, and dramatics.

15. GOODMAN, Kenneth S. "Orthography in a Theory of Reading Instruction." 49 (Dec. 1972), 1254-1261.
Examines orthography in relation to a number of aspects about reading and considers two questions: (1) how is orthography used in reading? and (2) what other kinds of decisions must constantly be played against those involving orthography? Emphasizes the fact that meaning must not be separated from the written code, because the code has no existence or use apart from meaning.

16. GOODMAN, Kenneth S. "Effective Teachers of Reading Know Language and Children." 51(Sept. 1974), 823-828.
Regards learning to read as a process based on a child's oral language resources. Questions programs that divide reading into a number of sequential skills.

17. GOVE, Mary K. "Psycholinguistics and the Reading Teacher." 53(Mar. 1976), 326-328.
Comments that most psycholinguistic theories focus on the skilled reader and that few models attempt to explain how children learn to read. Contends that psycholinguistic models can easily be adapted to give teachers insights into ways of making beginning reading instruction more appropriate for students.

18. GUNDERSON, Doris V. "New Developments in the Teaching of Reading." 50 (Jan. 1973), 17-21, 148.
Suggests that many so-called new developments in the teaching of reading are old methods carried out in a different way. Contends that the current emphasis on language and its relationship to reading is a significant development.

19. HODGES, Richard E. "Theoretical Frameworks of English Orthography." 49 (Nov. 1972), 1089-1097, 1105.
Maintains that theories of English orthography are related to general theories about language. Understanding the linguistic bases of different theoretical constructs of our writing system is important for contemporary research of and assertions about orthography.

20. MOSKISSON, Kenneth. "The Many Facets of Assisted Reading." 52(Mar. 1975), 312-315.
Contends that reading involves the discovery of significant differences in visual configurations. This knowledge can not be taught, but must be acquired through trial and error experiences similar to the way in which children learn to talk. Teachers can assist children by providing information, feedback, and encouragement. Recommends "assisted reading" techniques for teachers and parents.

21. KIRKTON, Carole Masley. "NCTE/ERIC Report: Language Acquisition and Development: Some Implications for the Classroom." 48(Mar. 1971), 406-412.
Contends that new understandings of language development and acquisition will necessitate changes in attitudes toward children and the ways in which all aspects of language are taught. Abstracts ERIC documents related to the following areas of language acquisition and development: research on language development, implications for understanding the reading process, and implications for selecting text material.

22. MALMSTROM, Jean. "Psycholinguistics and Reading." 52(Mar. 1975), 316-319.
Suggests that an intrinsic goal of reading is the acquisition of meaning. Contends that knowledge of psycholinguistics, the combination of psychology and linguistics (essentially tranformational-generative grammar), is essential for understanding fluent reading.

23. MOIR, Hughes. "Linguistic Factors Related to Style and Meaning in Written Language." 47(Feb. 1970), 215-222.
Studies the growing evidence that there is a significant relationship between oral language patterns that children bring to the reading experience and the language found in reading material. Recommends a closer examination of this relationship in terms of more effective reading instruction, instructional materials, and individual reading achievement.

24. PEARSON, P. David. "A Psycholinguistic Model of Reading." 53(Mar. 1976), 309-314.
Contends that the language-based models of the reading process are useful for understanding how children learn to read and can be practical for the classroom teacher. Suggests four ways in which understanding linguistic models can benefit classroom teachers: (1) to categorize language arts instructional activities; (2) to evaluate instructional activities; (3) to analyze reading disability cases; and (4) to study errors made in oral reading.

25. RUPLEY, William H. "ERIC/RCS Report: Language Development and Beginning Reading Instruction." 52(Mar. 1975), 403-408.
Discusses the importance of the child's language development in determining beginning reading instruction. Suggests that forcing children to read the "language of the school" can be a direct attack on the child's language and thinking abilities and that this can have overwhelmingly negative effects on the child.

26.* SHAPIRO, Lewis; Anastasiow, Nicholas; and Hoban, Dennis. "The Mature Reader as an 'Educated Guesser.'" 49(Mar. 1972), 418-421.
Describes a study designed to test the hypothesis that mature reading is a process of selectively sampling semantic and syntactic cues and arriving at a reasonable reading based on the information provided by those cues. The data generated by the experiment indicates that syntax as well as semantics is an external guide to successful reading.

27. SHUMAN, R. Baird. "Are Deficient Readers Born or Created?" 50(Jan. 1973), 22-26, 48.
Contends that deficient readers can be created when primary teachers view reading as the unlocking of words rather than the unlocking of meaning.

28.* STOODT, Barbara D. "The Relationship Between Understanding Grammatical Conjunctions and Reading Comprehension." 49(Apr. 1972), 502-504.
Explains a study in which the following hypotheses were accepted: (1) there is a significant correlation between a subject's ability to identify the relationships that conjunctions signal and his/her reading comprehension; (2) there is a significant difference in the difficulty of various conjunctions; and (3) there is a significant relationship between understanding conjunctions and demographic variables of sex, socioeconomic level, and intelligence.

29. TOVEY, Duane R. "The Psycholinguistic Guessing Game." 53(Mar. 1976), 319-322.
Maintains that psycholinguists have generated many theories of language learning, but the theories have not influenced the way in which most children are taught to read. Encourages reading teachers to utilize a definition of reading which implies a comprehensive decoding strategy. Discusses ways in which the implementation of this definition can help children learn to read by using their linguistic abilities.

30.* VOGEL, Susan A.; and McGrady, Harold J. "Recognition of Melody Pattern in Good and Poor Readers." 52(Mar. 1975), 414-418.
Reports a research study to determine the degree to which awareness and internalization of intonation patterns are an integral part of psycholinguistic competence.

See Also: 390.

Principles of Instruction

31. DENBY, Robert V. "NCTE/ERIC Report: A Reference Shelf on Curriculum Planning for the Language Arts K-8." 47(Mar. 1970), 440-449.
Abstracts ERIC documents which relate to the following aspects of the K-8 language arts curriculum: theories, suggestions for educational objectives, assessment of trends, and descriptions of guides.

32. GUNDERSON, Bernice V. "Reading: To Dare Is to Do." 53(Apr. 1976), 370-372.
Argues that reading teachers are being controlled by materials. Describes factors "which emerge repeatedly as central to becoming successful in helping children learn to read": language-communication, interest-motivation, success-self-concept, teacher expectation, materials, grade and text walls, and the reading package. Concludes that average children can learn the "basics" by January in grade one. From that point on, more emphasis should be placed on the joy of reading.

33. MACK, Ed. "On the Couch." 49(Feb. 1972), 202-204.
Contends that the teaching of reading has been dominated by statistics and curriculum development.

34. NASH, Pat N. "Read Much, But Not Too Many Books." 51(May 1974), 697-702, 730.
Criticizes school reading programs that insist on the child reading immediately and assume that if a child does not learn to read he/she will not learn. Recommendations are presented for solving the problems of reading-dominated curricula.

35.* PURVES, Alan C. "Research in the Teaching of Literature." 5 (Apr. 1975), 463-466.
Reports the findings of two research projects concerning response to literature. Stresses that teachers should spend more time looking at and listening to their students as they read and talk about what they have read.

36. RAKES, Thomas A. "'Drill Me, Skill Me, but Please Let Me Read.'" 50(Mar. 1973), 451-453.
Contends that enrichment, specifically fun reading, should be a major part of teaching children to read.

37. SCHUBERT, Delwyn G. "An Ounce of Prevention." 50(Sept. 1973), 948-951.
Outlines some positive suggestions for parents and teachers about how reading difficulties can be prevented rather than cured after they develop.

See Also: 6, 8, 12, 14, 15, 21, 23, 27, 89, 195, 197, 225, 372.

General Research

Elementary English/Language Arts publishes annual reviews of research in the elementary language arts. These research reviews, written by William D. Sheldon and others, were under the sponsorship of the Committee on Research of the National Council of Teachers of English. Interested professionals are directed to the following issues: April, 1971; February, 1973; May, 1972; November/December, 1973; November/December, 1974; January, 1976; and November/December, 1976.

38.* AGIN, Avis P. "An Overview of Recent Research in Reading." 52(Mar. 1975), 370-375.
Reviews current research studies concerning various areas of reading.

39.* PORTER, Jane. "Research Report." 49(Nov. 1972), 1028-1037.
Reviews the 1969-1972 research that deals with teaching literature to children. The studies are grouped in the following way: children's interests and tastes in literature; content analysis in children's literature; the effect of literature on children's reading, composition, and language abilities; children's responses to literature; teacher preparation and practices in teaching literature; and the effect of a planned program on student ability to read critically or to appreciate literature.

40.* PORTER, Jane. "Research Report." 50(Jan. 1973), 107-110.
Provides abstracts for the following research studies: (1) National Assessment: Reading; (2) Teaching Interpretive Skills in Elementary School (Wood); and (3) Sex Bias in Teacher Assessment of Reading Achievement of Elementary School Pupils (Schell).

41.* PORTER, Jane. "Research Report." 50(May 1973), 745-750.
Abstracts the following research studies: (1) Is the Role of Literature Different in Urban, Suburban, and Rural Classrooms throughout the Nation? (Roush); (2) A Study of Selected Social Values as Reflected in Contemporary Realistic Fiction for Children (Carmichael); and (3) Violence in Realistic Fiction for Children: A Content Analysis (Blatt).

42.* PORTER, Jane. "Research Report." 50(Sept. 1973), 935-941.
Provides abstracts for the following research studies: (1) The Usefulness of Linguistically-Based Word Generalizations (Emans and Harms); (2) Visual Memory Training and Its Effects on Visual Discrimination Skill and Total Reading Ability (Whisler); and (3) Using Cloze to Select Appropriate Level Instructional Materials (Pennock).

43.* PORTER, E. Jane. "Research Report." 51(Oct. 1974), 1003-1013.
Includes reviews of several studies pertaining to the reading interests of children: (1) A Reading Preference Test: Rationale, Development, and Implementation (Brown and Krockover); (2) A Comparison Between the Content of Preferred School Library Book Selections Made by Inner-City and Suburban First Grade Students (Zimet and Camp); (3) Interest Patterns and Media Preferences of Middle-Grade Children (Feeley); (4) Authors Popular Among Fifth Graders (Lamme); (5) The Relationship of Selected Factors To Recreational Reading of Sixth Graders (Sauls); (6) A Picture Inventory to Measure Children's Reading Interests (McFarleigh, Evard, and McDaniel); and (7) Children's Picture Preference (Stewig).

44.* PORTER, E. Jane. "Research Report." 52(Oct. 1975), 1019-1026.
Abstracts the following research studies: (1) Applied Linguistics: A Discovery Approach to the Teaching of Writing, Grades K-12 (Ezor and Lane); (2) Improving the Quality of Written Composition Through Pupil Use of Rating Scale (Sager); (3) Measuring Children's Story Writing-II (Martin); and (4) The Influence of Teachers, Peers, and Home Environment on the Reading Interests of Children (Tibbetts).

45.* PORTER, Jane. "Research Report." 53(Mar. 1976), 341-351.
Offers synopses of the following research studies: (1) The Responses of Middle School Students to Affective and Cognitive Approaches to Teaching Literature: An Experimental Study (Karre); (2) Children's Literature and Oral Discussion in Developing Oral Language of Kindergarten, First, and Second Grade Children (Fisher); (3) Associative Verbal Encoding: A Measure of Language Performance and Its Relationship to Reading Achievement (Mickelson); (4) Oral Language, Reading, and Approach Behavior (Fearn); and (5) Research Review and Suggested Directions: Teaching Listening Skills to Children in the Elementary School, 1966-1971 (Lundsteen).

46.* SINGER, Harry. "Research That Should Have Made a Difference." 47(Jan. 1970), 27-34.
Lists ten "best" studies in reading research which have made a difference in reading instruction, followed by a review of other studies which were unsuccessful in fostering classroom implementation.

47.* SMITH, Nila Banton. "Research in Reading: Trends and Implications." 48(Mar. 1971), 320-327.
Summarizes the trends in reading research from 1850-1970. Discusses present trends in reading and future implications of these trends. Trends cited are: (1) perception studies; (2) the interest which people in other disciplines are taking in reading; (3) research with young children; (4) teaching the disadvantaged to read in kindergarten and first grade; (5) comparative studies of reading methods; and (6) teaching reading through technological means.

48.* SMITH, Nila Banton. "Reading Research: Some Notable Findings." 50(Feb. 1973), 259-263, 269.
Outlines some reading research conclusions which would be useful for classroom instruction concerning word boundaries, letter names, pre-school reading, critical reading, questioning by teachers, and the U.S.O.E. Cooperative Research Program.

Components of Reading

Word Recognition

General

49.* MASON, George E.; and Woodcock, Carrol. "First Graders' Performance on a Visual Memory for Words Task." 50(Sept. 1973), 865-870.
Describes an investigation designed to determine what type of observational behaviors or visual memory students in two typical first grade classes used in early identification of printed words. Concludes that generalizations are often made based on the first letter of a word. Implies that attention should be drawn to the ordering of letters other than the first whenever a new word has the same first letter as one already taught.

50. SAMUELS, S. Jay. "Automatic Decoding and Reading Comprehension." 53(Mar. 1976), 323-325.
Contends that students must become automatic decoders in order to read fluently with good comprehension. If decoding is automatic, the reader can attend to processing meaning. Suggests repetition and practice as techniques to change students from accurate decoders to automatic decoders.

See Also: 112.

Syntactic/Semantic Cues

51. SMITH, Frank. "The Role of Prediction in Reading." 52(Mar. 1975), 305-311.
Describes the importance of prediction for word and phrase recognition. The number of meanings, inconsistent spelling patterns, limited quantity of visual information that the brain can process, and the capacity for short-term memory of unrelated facts are all reasons for teaching or fostering prediction while reading. The fundamental rule is "the greater the number of alternatives, the more time is required for decision-making." Suggestions are provided for classroom use.

See Also: 131.

Graphophonic Cues

52. GROFF, Patrick. "Fifteen Flaws of Phonics." 50(Jan. 1973), 35-40.
Contends that current phonics material fails to organize the relevant data of phonics into their meaningful relationships. Presents a discussion of fifteen critical flaws in current phonics material.

53. HARDY, Madeline; Stennett, R. G.; and Smythe, P. C. "Word Attack: How do they 'figure them out'?" 50(Jan. 1973), 99-102.
Describes the word attack processes used by first and second graders to decode nonsense words.

54. JOHNSON, Dale D. "Suggested Sequences for Presenting Four Categories of Letter-Sound Correspondences." 50(Sept. 1973), 888-896.
Presents the sequences used to teach four categories of letter-sound correspondences: single vowels, single consonants, vowel clusters, and consonant clusters. Sequence is based on the contention that frequency of occurrence and consistency of pronunciation are the most relevant criteria upon which to base phonics instructional sequences.

55. WARDHAUGH, Ronald. "A Linguist Looks at Phonics." 48(Jan. 1971), 61-66.
Discusses several weaknesses of a phonics approach to reading. Suggests that some basic linguistic insights can make the teaching of phonics more scientific.

56. WYLIE, Richard E.; and Durrell, Donald D. "Teaching Vowels Through Phonograms." 47(Oct. 1970), 787-791.
Discusses the labeling of vowels as unreliable and undependable in written English; questions how children have learned to read and spell despite the unreliability of vowels. Suggests that teaching vowels within phonograms provides more stability of vowel sounds and thus may be a solution to vowel unreliability.

See Also: 132, 134.

Comprehension

General

57. AXELROD, Jerome. "Getting the Bloodhound off the Scent." 50(Jan. 1973), 69-70, 76.
Maintains that reading comprehension exercises often test the ability to: (1) detect, match and transfer symbols; (2) use visual discrimination; and (3) manipulate verbal objects nonverbally. Suggests that good comprehension questions should test pupils' understanding, yet prevent them from figuring out the answers by some other nonreading way.

58.* FEINMAN, Linda. "Meet Mr. Zee." 49(Feb. 1972), 208-212.
Cites a study which proposed that there exists a hierarchy of types of reading comprehension--literal and inferential. Both hypotheses were supported by the investigation: (1) inferential comprehension includes an element of comprehension absent from literal comprehension; and (2) a particular level of literal comprehension does not necessarily result in a corresponding level of inferential comprehension.

59.* GROFF, Patrick (Ed.). "Research Critiques." 48(Oct. 1971), 675-681.
Critiques Bormuth's study entitled "Development of Readability Analyses." Bormuth's basic objective was to obtain correlational and logical evidence upon which to base a theory of the processes involved in the comprehension of reading materials. The major concerns of the critique are the use of cloze procedure as a criterion, the question of cross-validation of readability formulas, and the usefulness of different language variables in making changes in writing.

60. HORN, Vivian. "One Way to Read a Paragraph." 50(Sept. 1973), 871-874.
Presents a diagramming device to show students the relationships and connections between sentences in a paragraph.

61. HUUS, Helen. "Critical Aspects of Comprehension." 48(May 1971), 489-494.
Defines three levels of comprehension: (1) literal, (2) interpretation, and (3) assimilation. Defines critical reading as the ability to judge and evaluate the worth, validity, and quality of the material read. Offers suggestions for the materials and methods to be used in teaching students to become critical readers.

62. LEVINE, Isidore. "The Fallacy of Reading Comprehension Skills." 47 (May 1970), 672-677.
Examines the differences between word recognition skills and reading comprehension skills. Contends that word recognition can be taught, but comprehension can neither be graded nor transmitted because it does not exist as a separate intellectual ability. Recommends the use of "quantity" reading as a technique to acquire mastery of written language.

63. VAUGHAN, Joseph L.; Estes, Thomas H.; and Curtis, Sherry L. "Developing Conceptual Awareness." 52(Nov./Dec. 1975), 1141-1144, 1153.
Argues that too many students are unable to generate accurate concept awareness from what they have read. Suggests the use of concept guides to assist students with concept development. Provides several examples of concept guides for use in English classes.

64. VUKELICH, Carol. "The Development of Listening Comprehension through Storytime." 53(Nov./Dec. 1976), 889-891.
Suggests that teachers should progress beyond the surface-level when challenging children's comprehension via listening. Presents a chart enumerating types of questions, purposes, and examples that are designed to facilitate this process.

See Also: 10, 28, 146, 381.

Higher Levels of Comprehension

65. BALASA, Michael A. "Teaching Inference Comprehension." 50(Feb. 1973), 275-278.
Concludes that inferential comprehension can be taught to children at any grade level. The teachers' main tasks are to recognize inferential levels, to create good questions, and to follow up with questions that lead children to better inferential comprehension.

66. D'ANGELO, Edward. "Critical Thinking in Reading." 48(Dec. 1971), 946-950.
Discusses the similarities and differences between critical thinking and critical reading. Defines the differences between the evaluative and the factual-evaluative concepts of critical reading. Suggests that educators should: (1) clearly state what concept of critical reading they are using in their studies and research; (2) list the different critical reading skills; and (3) mention what materials and examples they are using to implement these skills in reading.

67. DUQUETTE, Raymond J. "Critical Reading - Can It Be Taught?" 50(Sept. 1973), 925-928.
Outlines 33 critical reading skills and stresses their importance for independent critical reading. Presents four activities to encourage the development of critical reading skills: re-creating history, working with arts and crafts, using the newspaper, and using trade books.

68. GREENLAW, M. Jean. "Visual Literacy and Reading Instruction: From Books to Media and Back to Books." 53(Oct. 1976), 786-790.
Proposes that there is a difference between "seeing" and "visualizing," which involves bringing meaning to an image and reacting critically to it. Suggests several children's books and television programs that can be used to heighten students' visual literacy. (B)

69. LePERE, Jean M. "Beyond the Literal Level." 52(Apr. 1975), 476-480.
Maintains that rather than dwell on a literal interpretation of literature, teachers should encourage children to respond thoughtfully and personally to reading.

70. MESSICK, Rosemary G. "Campaign Ads and Language Arts." 53(Oct. 1976), 795-797.
Suggests that campaign ads are excellent material for media and language analysis. Contends that investigation of campaign ads can encourage students to think critically. Presents strategies for studying campaign ads in the classroom.

71. TURNER, Thomas N. "Figurative Language: Deceitful Mirage or Sparkling Oasis for Reading?" 53(Oct. 1976), 758-761, 775.
Contends that the ability to recognize and understand figurative language is crucial to successful reading and germane to the entire comprehension process. Suggests that children have difficulty understanding figurative language in literature because it is unlike the figurative language encountered in oral communication and because children are often inexperienced with the abstractions involved. Presents several discernible stages in a reader's growth in ability to deal with figurative language. Outlines techniques for raising children's awareness and sensitivity to the meanings of speech figures in oral communication.

72. TWAY, Eileen. "Children's Literature Tomorrow." 49(Mar. 1972), 387-389.
Stresses that teachers need better preparation to teach critical reading by having their own critical experiences with literature. These teachers will then find opportunities to help children grow in their ability to make and share critical judgments.

See Also: 5, 187, 275.

Rates of Comprehension

73. HANF, Marilyn Buckley. "The Use of the Hand as a Pacer in Reading." 47(Nov. 1970), 986-987.
Describes the many benefits of using the hand as a pacing device in reading. Contrasts this method with the technique of finger pointing which is an arduous process of pointing to each word. The author cautions users of these techniques.

74. HELLEBUST, Gwen. "Speed-of-Reading Comprehension: Proceed with Caution--But Proceed." 50(Sept. 1973), 897-899, 928.
Proposes that reading speed should be developed at the elementary level. Presents a procedure by which classroom teachers can prepare and administer simple teacher-made evaluation instruments that students can use to estimate reading speed and comprehension.

See Also: 351.

Vocabulary

75. CADENHEAD, Kenneth. "Using Language in a Special Way to Get Acquainted." 53(Oct. 1976), 772-773.
Describes a technique designed to help students learn more about one another while also learning more about language and vocabulary development.

76. CARROLL, John B. "A New Word Frequency Book." 49(Nov. 1972), 1070-1074.
Discusses the computer compilation, various features, and major uses of The American Heritage Word Frequency Book. This work is a frequency analysis of five million words sampled from textbooks and other materials that are currently in use in grades three through nine in American schools. Frequencies of words for separate grade and subject matter classifications of materials are also presented.

77. CARSON, John F. "A Way with Words." 53(May 1976), 599-600.
Contends that creative writing offers excellent opportunities for the development of vocabulary. Suggests an exercise to foster vocabulary development through creative writing.

78. DEAN, Loraine. "Increase Vocabulary with the Word Elements, Mono Through Deca." 47(Jan. 1970), 49-55.
Presents ideas for developing a child's interest in words. Explores Greek and Latin elements for the numerals "one" through "ten" as used in the English language.

79. DONLAN, Dan. "Teaching Words Through Sense Impressions." 52(Nov./Dec. 1975), 1090-1093.
Contends that students develop vocabulary by getting actively involved with words. Provides outlines for two lessons designed to teach vocabulary through the sense of sight and the sense of hearing.

80. FRAZIER, Alexander. "Developing a Vocabulary of the Senses." 47(Feb. 1970), 176-184.
Suggests a multi-sensory approach to learning in programs for the disadvantaged. Encourages the development of new experiences while cultivating more precise meanings for words already in the vocabulary. Offers a vocabulary of the senses that teachers may find useful in widening the vocabulary of younger children.

81. KARBAL, Harold T. "Keying in on Vocabulary." 52(Mar. 1975), 367-369.
Discusses the importance of meaningful and vigorous vocabulary instruction which encourages precision in speaking and writing.

82. NILSEN, Don L. F. "The Right to Write Wrong." 53(Sept. 1976), 670-672.
Discusses and gives examples of purposeful, inventive misspellings. Categories include mnemonic devices (Quik, Duz), acronyms (NORML), orthographic changes (mountAin), and the homonym between letters and numbers (grrrrrrrrr8).

83. PFLAUM, Susanna W. "Expansion of Meaning Vocabulary: Strategies for Classroom Instruction." 50(Jan. 1973), 89-93.
Advocates the use of more vocabulary instruction in school programs. Gives specific suggestions to teach vocabulary.

84. TOOTHAKER, Roy. "Developing an Action-Packed Vocabulary." 51(Sept. 1974), 861-863, 897.
Lists and classifies two categories of words relating to kinesthetics: muscular-action words and mental-action words.

85.* WILLIAMS, Maurice; Weinstein, Edith; and Blackwood, Ralph O. "An Analysis of Oral Language Compared With Reading Achievement." 47(Mar. 1970), 394-396.
Oral language performance was investigated in an exploratory study in order to determine whether a positive relationship exists between grade level reading achievement and oral language ability. Separate scores were provided for boys and girls. A significant variation was found for the boys' scores. Suggests that present teaching of oral vocabulary is inadequate. Recommends that a more comprehensive, carefully designed study be developed.

See Also: 63, 71, 146, 160, 210.

SECTION II: THE READING PROGRAM

Administrative Considerations

Teacher/Paraprofessional/Tutor Roles

86. AXELROD, Jerome. "Community Involvement in the Reading Program." 51(Sept. 1974), 894-895.
Contends that paraprofessionals involved in the reading program must meet certain basic requirements.

87. CRISCUOLO, Nicholas P. "The Function of the Advisory Board: Reading." 47(Nov. 1970), 982-983.
Encourages the formation of advisory reading boards which can: (1) offer valuable and objective suggestions for improving existing reading programs; and (2) lend needed support for seeking resources to implement changes.

88. JENKINS, William A. "Politics and the Teaching of Reading." 50(Sept. 1973), 854-857.
Proposes that politics becomes a part of the teaching of reading through the activities of those who attempt to develop reading programs, train reading teachers, or develop reading materials.

89. KERBER, James E. "The Tasks of Teaching Reading." 53(Apr. 1976), 414-415, 421.
Contends that the teacher's competence is the most important variable in teaching reading. Describes fourteen teacher tasks to be performed during each lesson: understanding the material, preparing the material, using available resources, planning, introducing the lesson, focusing on objectives, managing the classroom, involving readers actively, soliciting responses, accepting responses, allowing for pupil self-correction, checking comprehension, encouraging individual enrichment, and ending the lesson.

90. KLEIN, Marvin L. "The Reading Program and Classroom Management: Panacea or Perversion?" 52(Mar. 1975), 351-355.
Contends that reading management approaches tend to overlook the major moral, aesthetic, psychological, and cultural dimensions of the reading process.

91. McCORMICK, Sandra. "Alternative Roles for Reading Teachers." 52(Mar. 1975), 361-363, 369.
Suggests alternative roles for special reading teachers. Proposes that reading teachers continue to work with small groups of students having difficulty with reading and also spend a portion of their time working with classroom teachers.

92. RUTHERFORD, William L. "The Success Ingredient in Reading Instruction." 48(Feb. 1971), 224-226.
Contends that the teacher, not the method or materials used, is the key factor in reading improvement. Stresses that more research effort should be directed toward determining what aspects in a teacher's performance contribute to maximum student achievement in reading.

93. SANACORE, Joseph. "The Tutor: An Asset to the Reading Program." 51(Apr. 1974), 563-564.
Describes the preparation and training needed for persons who want to serve as tutors in reading.

94. SCHUBERT, Delwyn G. "My Greatest Problem in Teaching Reading." 48(Feb. 1971), 230-232.
Discusses the responses to the open-ended statement "My greatest problem in teaching reading is...." The responses made most often were : (1) finding enough time to do the job; (2) meeting individual needs; (3) motivating students to read; (4) finding suitable materials; (5) diagnosing reading problems; (6) getting children to use word attack skills; and (7) providing meaningful seat work.

95. WILLIAMS, Richard P. "For the Classroom: Supervised Practice in Reading." 47(Mar. 1970), 397-400.
Discusses the changing role of the teacher from an instructor to a supervisor of learning. Four principles underlying supervised practice are examined: (1) the child does not need to know the rationale of reading in order to read with understanding; (2) the teachable moment is when the child perceives that his/her reading needs are being met; (3) materials must be written at the appropriate levels of difficulty; and (4) materials must be available.

See Also: 37, 174, 362, 376.

Staff Education

Preservice Education

96. GRAY, Mary Jane. "A Field-Based Reading Methods Course." 53(Apr. 1976), 380-382.
Reviews past practice with regard to preparation programs for elementary reading teachers. Describes the field-based methods program currently taught at Loyola University. Concludes that a field-based program can result in improved teacher preparation if "theory does not become sacrificed to practice" and if students involved in the program can demonstrate competence in specific instructional objectives.

97. KERBER, James E.; Languis, Marlin L.; and Stull, Lorren L. "Reading Practicum: A 'Real' Methods Course." 48(Feb. 1971), 227-229.
Suggests that reading methods courses should actually put the prospective reading teacher in the classroom; students can then receive help with their immediate needs when faced with a reading group. Thus, responsibility for teacher preparation is not just the job of the college professor; it should be a joint endeavor of the clinical classroom teacher, building principal, college supervisor of student teaching, and the college professor.

98. NCTE Conference on English Education Committee. "Preparation of the Elementary Language Arts Teacher." 53(Apr. 1976), 363-369.
Maintains that a major responsibility of teacher training programs is to prepare teachers to help students "grow to their fullest capacities in their abilities to communicate." Presents an analysis of competencies in language arts areas for the elementary teacher. Essential competencies

include knowledge of the English language, knowledge of children's literature, ability to assist children to grow in the use of oral language, ability to guide children in the production and use of written language, and ability to guide the growth of children in the art of reading. Recommended options for further study are also suggested.

See Also: 378.

Inservice Education

99. CAUDLE, Jean I. "Exploring New Materials for Reading Success." 48(Nov. 1971), 807-815.
Suggests that teachers be given more inservice time to explore new instructional materials on the market.

100. JENKINS, Esther C. "Using Videotapes in a Course in Children's Literature." 49(Apr. 1972), 522-528.
Explains the use of videotapes for a course in children's literature. Jenkins and Kuhn developed a series of sixteen tapes for inservice education in Hawaii. Their goal was to combine independent viewing with a few on-campus sessions as a complete course in children's literature.

101. OLSON, James H. "In-service with an Impact." 52(May 1975), 708-710.
Describes how inservice programs and the adoption of a commercial basic reading series can establish a reading program having continuity throughout the grades. The inservice program deals with such topics as: district-wide basic goals and objectives, instructional placement within the series, teaching for mastery, how and when to begin the program in kindergarten, evaluation, re-teaching and re-testing, record keeping, and the use of supplementary materials.

Resource Materials for Professionals

A regular feature of potential interest is the "Instructional Materials" column, which first appeared in Volume 50 (1973). These articles, written by Julie McAlpine, Stephanie C. Sullivan, and/or L. Jean York, provide annotations of recently published instructional materials intended for use with elementary level language arts or reading classes.

102. AXELROD, Jerome. "The Most Widely-Read Reading-Related Journals." 52(Mar. 1975), 356-360, 366.
Briefly describes the most widely-read reading-related journals. The primary purpose is to assist the language arts teacher in deciding which journals he/she wishes to order or to which journals he/she wishes to submit manuscripts for publication.

103. EVERTTS, Eldonna L. (Reviser). "A Minimal Professional Reference Library on the Language Arts for Elementary School Teachers 1976." 53(Apr. 1976), 459-463.
Categories include journals and resources; curriculum and methods of

teaching; speaking and listening; reading; writing; language, grammar, and usage; literature; aids for selecting books for children; and learning activities.

104. WHITE, Mary Lou; Ahern, Evelyn Jeanne; and Mendelsohn, Leonard. "Non Print Media." 53(Feb. 1976), 138-151.
Reviews nonprint media publications from the following categories: literature, reading skills, language skills, creative writing, and values.

105. WHITE, Mary Lou; Ahern, Evelyn Jeanne; and Mendelsohn, Leonard. "Non Print Media." 53(Apr. 1976), 464-469.
Reviews nonprint media relating to the three themes of the Bicentennial: Heritage '76, Festival USA, and Horizons '76.

106. WINKELJOHANN, Sister Rosemary; and Olsen, Turee. "ERIC/RCS Report: Teachers' Right To Read." 50(Jan. 1973), 64-68, 74.
Suggests that teachers be given in-school time to read from suggested periodicals. Describes several magazines which may provide supervisory personnel, teachers, and administrators with some timely ideas for developing language skills.

See Also: 409.

Reading Programs

Developmental Reading Programs

107. BROWN, Sister Mary Paula. "Humanizing the Reading Program--The Workshop Way." 51(Mar. 1974), 451-455.
Describes the concept of "workshop," in which pupils work on independent reading activities designed by the teacher. A sample program for a primary class is presented.

108.* CALLAWAY, A. Byron; and Jarvis, Oscar T. "Program and Materials Used in Reading Instruction: A Survey." 49(Apr. 1972), 578-581.
Discusses the results of a survey of elementary principals on the important factors contributing to the success of an elementary school reading program. The findings indicate that the basal reader dominated in reading instruction, although most systems used a variety of approaches and supplementary materials. Many of the school systems reported the availability of a wide array of audio-visual equipment.

109. CRISCUOLO, Nicholas P. "Biography Brooks, History Hilltops and a Space Shed." 52(Apr. 1975), 586-587.
Describes a Title II Right to Read program, REACH (Readers Ever Aware Climb Higher). The program integrates a great deal of art with reading and uses a diversity of reading materials. Contends that REACH has been successful in achieving better attitudes toward reading.

110. CRONNELL, Bruce. "Designing a Reading Program Based on Research Findings in Orthography." 50(Jan. 1973), 27-34.
Describes the process used to design a phonics-based reading program for K-3 based on two objectives: (1) to select a lexicon appropriate for

children at the kindergarten through third grade level and to establish spelling-to-sound correspondences for this lexicon; and (2) to organize these correspondences and the lexicon for use in beginning reading.

111. FILLMER, H. Thompson. "The Middle Schoolers' Reading Program." 52(Nov/Dec. 1975), 1123-1126.
Describes the characteristics of middle school children. Maintains that the middle school reading program must meet the needs, interests, and attitudes of middle school students. Emphasizes the need for skill development and personal satisfaction as components of the middle school reading program. Concludes with recommendations for such a program.

112. KLINK, Howard. "Words and Music." 53(Apr. 1976), 401-403.
Contends that the lyrics of contemporary music can be an effective alternate method of teaching basic reading skills to students at primer through fourth grade levels. Argues that the use of music increases the potential of a reading program because children respond readily to music, and also because listening and reading skills can be practiced simultaneously. Describes a program approaching reading through music.

113. MAIXOC, Anna Maria; and Roberts, A. Hood. "NCTE/ERIC Report: Bilingual Education: A Special Report from CAL/ERIC." 47(May 1970), 713-725.
Abstracts ERIC documents which provide a background in the field of bilingual education as well as an awareness of the progress being made in programs designed for bilingual children.

114. MARQUARDT, Edward T. "Coordinating Reading and the Language Arts." 51(Sept. 1974), 898-900.
Describes the materials and activities used in a coordinated language arts program for second and third grades. Discusses the positive feedback from teachers and parents.

115. OLIVER, Marvin E. "Key Concepts for Beginning Reading." 47(Mar. 1970), 401-402.
Presents a comprehensive list of twenty key concepts in the instruction of beginning reading with emphasis on specific areas of interests and needs. These concepts follow sequential steps with increasing depth as the student demonstrates his/her understanding at each level.

See Also: 36, 370, 379, 382, 430.

Reading and the Language Arts

General

116.* CALLAWAY, Byron; McDaniel, Harry; and Mason, George E. "Five Methods of Teaching Language Arts: A Comparison." 49(Dec. 1972), 1240-1245.
Investigates the relative effectiveness of methods that correlate oral and written language activities compared to methods which do not involve coordinated instruction in language arts. Concludes that achievement in the language arts is increased when the instructional program in one of those language arts (spelling, writing, speaking, or reading) is carefully coordinated with the others. Failure to correlate appears to lessen achievement in the language arts.

117. HENNING, Kathleen. "Drama Reading, An On-Going Classroom Activity at the Elementary School Level." 51(Jan. 1974), 48-51, 65.
Suggests the daily reading of drama in the classroom. Describes a three-step procedure for classroom drama reading: (1) read the play silently; (2) read the play orally (in a group); and (3) act out the play, script in hand. Suggested low-vocabulary dialogues are listed.

118. JAMES, Shirley M. "Mini-Media Centers for Language Programs." 53(May 1976), 604-605.
Suggests "mini-media centers" as a technique for a thematic approach to reading and writing. Developed by an individual or small group, these mini-media centers use diverse approaches to record students' interpretive and creative responses to literature. Includes references on the preparation of media materials.

119. KIRKTON, Carole M. "NCTE/ERIC Report: Classroom Dramatics: Developing Oral Language Skills." 48(Feb. 1971), 254-261.
Discusses ways in which classroom dramatics can develop oracy, students' speaking and listening skills. Surveys ERIC documents related to classroom dramatics and the relationship between oracy and literacy.

120. RUPLEY, William H. "ERIC/RCS Report: Oral Language Development." 51(Apr. 1974), 519-524.
Emphasizes the importance of students' oral language skills which are related both to reading achievement and academic achievement in general. Surveys ERIC documents which suggest methods for building an effective oral language program.

121. SMITH, Dora V. "Trends in Elementary School Language Arts Today." 49 (Mar. 1972), 326-334.
Describes four aspects of the language arts program that receive special emphasis in the elementary school today: (1) a new emphasis upon language; (2) a renewed appreciation of good literature; (3) the development of instructional material centers; and (4) the stimulation of creativity through creative writing and drama.

122.* SWALM, James E. "Is Listening Really More Effective for Learning in the Early Grades?" 51(Nov./Dec. 1974), 1110-1113.
Describes a study designed to determine whether elementary students learn better through listening or reading. Concludes that effectiveness of learning by listening or reading is based on the relationship between a child's reading ability and the readability level of the material to be learned.

123.* WINKELJOHANN, Sister Rosemary. "ERIC/RCS Report: Jean's Influence on Dick and Jane." 51(Sept. 1974), 870-873, 877.
Suggests that the educational theories of Jean Piaget can be applied to the language arts and cites several relevant studies.

See Also: 13, 31, 64, 215.

Literature

124. GROFF, Patrick. "Questions to Ask about Poems." 52(Jan. 1975), 119-122.
Contends that asking questions about poems does not have to be a destructive activity. Precautions are given to assist teachers when asking questions about poetry. States that the use of these guidelines will help students become more at ease with this form of literature.

125. LUNDSTEEN, Sara W. "A Thinking Improvement Program Through Literature." 49(Apr. 1972), 505-512.
Diagrams interactions among the areas of the language arts curriculum and discusses the place of bibliotherapy (human relations in children's literature) within this curriculum.

126. TIEDT, Iris M. "Planning an Elementary School Literature Program." 47(Feb. 1970), 193-198.
Considers the following questions and issues in planning a literature program: (1) why should literature be included in the elementary program? (2) is there a need for a scope and sequence in literature? (3) where does literature fit in the language arts program? (4) how will literature be selected for the program? and (5) how will teaching literature differ from teaching reading?

See Also: 77, 205, 260, 415.

Composition

127. BLAKE, Howard E. "Written Composition in English Primary Schools." 48(Oct. 1971), 605-616.
Suggests several reading methods which can be used to encourage good writing skills: the language-experience approach, an independent reading program, and reading to the children by the teacher.

128. PERRON, Jack. "Beginning Writing: It's All in the Mind." 53(Sept. 1976), 652-657.
Maintains that teachers should provide an environment rich in the concepts necessary for the development of writing skills, so that children can rely on what they already know as language users. Describes the research investigating the effect of this approach to teaching writing. Presents several activities which combine all areas of language study to encourage the natural development of writing skills.

129. PILLAR, Arlene M. "Individualizing Book Reviews." 52(Apr. 1975), 467-469.
Presents several ways in which children may "share" books they have read with the teacher or classmates. Used most effectively in an individualized program.

130. RYAN, Florence Holmes. "Taking the Boredom out of Book Reports." 51(Oct. 1974), 987-989.
Suggests various techniques of book reporting which include writing interviews and radio commercials, designing book covers and movie scenes, and dressing like favorite book characters.

131. SMITH, Frank. "Phonology and Orthography: Reading and Writing." 49(Nov. 1972), 1075-1088.
Asks the question: in what ways is the relationship between phonology and orthography related to the different systems involved in writing and in reading? Concludes that sound-spelling relationships have practically nothing to do with immediate writing and immediate reading, except to the extent that the alphabetic characters make production easier and discrimination more difficult. Although sound-spelling correspondences exist, this does not necessarily imply that they are of critical importance in either writing or reading.

Spelling

132. BLAKE, Howard E. "Some Spelling Facts." 47(Feb. 1970), 241-249.
Points out basic essentials of word structure. Provides guidance for teachers in understanding terminology and concepts related to the teaching of spelling. Definitions, descriptions, and examples are provided for phonics and spelling rules.

133.* CRAMER, Ronald L. "An Investigation of First-Grade Spelling Achievement." 47(Feb. 1970), 230-237.
Reports the ability of first-grade children to spell phonologically regular and irregular words and the possible infuence of reading instruction on spelling achievement. The two reading methods used were the language-experience approach and the basal reader approach. Results indicate that the language-experience classes were significantly better spellers both in written composition and on lists of regular and irregular words.

134.* PERSONKE, Carl R. "The Use of Nonsense Words to Test Generalization Ability in Spelling." 49(Dec. 1972), 1233-1239.
Reports on the results of a study which indicated that nonsense words used in a recall dictation test will indicate the ability of children to use phonic generalizations in spelling.

See Also: 19, 82.

Reading in the Content Areas

135.* JANZ, Margaret L.; and Smith, Edwin H. "Students' Reading Ability and the Readability of Secondary School Subjects." 49(Apr. 1972), 622-624.
Reports on research concerned with the difference between textbook difficulty and the reading ability of 590 eighth-, ninth-, and tenth-grade students in English, science, and social studies. Results indicate that over half of the books assigned to this population were unsuitable. Recommends that school districts determine the reading range for grades eight, nine, and ten. Difficulty of the materials used should correspond to the reading ability of the students who use them.

136. LACEY, Patricia A.; and Weil, Philip E. "Number-Reading-Language!" 52(Sept. 1975), 776-782.
Suggests that mathematics is intimately related to language usage and reading. Translations from English sentences to mathematical expressions are the basic format of instruction. Instructional examples are given, proceeding from the simple to the complex.

137. LUCAS, Stephen B.; and Burlando, Andrew A. "The 'New Science Methods' and Reading." 52(Sept. 1975), 769-770.
Contends that the new science methods require students to read actively and proficiently. Reading abilities needed for understanding science material are listed.

See Also: 70, 171, 222, 358.

Reading Readiness/Beginning Reading Programs

General

138. LaCONTE, Christine. "Reading in the Kindergarten: Fact or Fantasy?" 47(Mar. 1970), 382-387.
Describes a survey based on questionnaires, observation, and interview data of more than five hundred kindergarten teachers in two states. Findings reflect their opinions and practices, including these conclusions: (1) kindergarten teachers feel that most children are not ready to read; (2) more than a third do teach some reading skills and use some reading materials; and (3) regardless of the teachers' beliefs, reading in kindergarten is here to stay.

139. MacGINITIE, Walter H. "When Should We Begin to Teach Reading?" 53(Nov./Dec. 1976), 878-882.
Suggests that the question posed in the title cannot be answered until an answer is found to another question: what is meant by "beginning to teach reading"? Argues that beginning reading instruction is too pressured a situation for many children and that this could be ameliorated by extending reading instruction down to the earlier years. Such early reading programs should be based upon informal opportunities for practice, a gradual development of objectives, and frequent attention to reading.

140. MONTEITH, Mary K. "ERIC/RCS Report: Screening and Assessment Programs for Young Children: Reading Readiness and Learning Problems." 53(Nov./Dec. 1976), 920-924.
Focuses on examining the kinds of tests used for screening children in reading readiness. Discusses interpretations which can be made from the results of such testing and the procedures for selecting screening devices to be incorporated into a readiness program.

141. MOORE, Sister Mary. "A Multi-Approach to Beginning Reading in the Urban School." 49(Jan. 1972), 44-49.
Describes a multi-approach to reading readiness and formal reading that involved language-experience, linguistic and basal readers, and a totally integrated language arts program. Results of the project indicate: (1) there is more than one way to teach reading readiness; (2) a diversity of material can be coordinated into a workable plan; (3) a basic text can be used with other materials without "contaminating" a child's progress; (4) teachers can be creative in choosing materials and making judgments; and (5) this type of program is a necessity for the disadvantaged, but it would provide any socioeconomic group with a unique and rewarding learning situation.

142.* PORTER, Jane. "Research Report." 51(Feb. 1974), 300-309, 315.
Presents a summary of language arts research related to early childhood education. Categories include listening, oral composition, written composition, handwriting, spelling, summary of research, training programs, relationships between various areas of the language arts, and the efficiency of children's language arts skills.

143. SMITH, Frank. "Learning to Read by Reading." 53(Mar. 1976), 297-299,322.
Records the case study of three-year-old Matthew's trip through a grocery store and department store. The purpose of the trip was to demonstrate that: (1) the world of children can be full of meaningful print; and (2) children will search for something new to learn if they have exhausted the learning possibilities of the situation they are in. Concludes that children learn a great deal about reading without adult supervision or even adult awareness.

144. THOMPSON, Richard A.; and Blackwell, Janet M. "Verbalized Responses to Environmental Stimuli as a Stepping Stone to Decoding Written Language." 51(Sept. 1974), 855-857.
Contends that pupils who do not respond orally to their environment are likely to underachieve. Suggests that all teachers provide opportunities for oral language development in the classroom.

145. UNGARO, Daniel. "Can Ivan Help Johnny?" 51(Sept. 1974), 846-852.
Presents a description of Russian pre-school and first grade programs which offer a firm basis for further learning. Russia bases its school programs on research, whereas America does not.

146. WASHBURNE, Carol. "Short Papers on Readiness, Reading Interests, Vocabulary Development, and Comprehension." 49(Apr. 1972), 533-551.
Discusses basic questions about reading readiness and suggests several common sense recommendations based on modern psychology. Suggests several teacher guidelines for finding the right book for the right child at the right time. Surveys various methods of vocabulary development, emphasizes that an attitude of acceptance and interest can encourage vocabulary development. Offers a general discussion on literal and interpretive comprehension; challenges teachers to plan a comprehension program and devise questions to evaluate this program.

See Also: 9, 85, 123, 426.

Physical, Intellectual, and Environmental Factors

147. BROMWICH, Rose M. "'Don't Put Out the Light, I Can't See How To Sleep.'" 48(Mar. 1971), 357-362.
Stresses that kindergarten children must be given free reign in developing oral language in order to improve their self-images. High achievement in oral language in kindergarten is significantly related to reading achievement in later grades.

148. FOULKE, Patricia N. "How Early Should Language Development and Pre-Reading Experiences Be Started?" 51(Feb. 1974), 310-315.
Emphasizes that the language development level of a child, not his/her age, should be used to determine reading readiness. Describes normal and

abnormal language development, stresses the importance of the child's language development level, and provides specific diagnosis and teaching examples.

149.* HALL, MaryAnne; Moretz, Sara A.; and Statom, Jodellano. "Writing Before Grade One - A Study of Early Writers." 53(May 1976), 582-585.
Reviews research concerned with the relationship between reading and writing. Presents the results of a pilot study designed to: (1) determine the factors in the home background of children who were early writers; and (2) ascertain the sequence of learning to write in relation to learning to read. Concludes that most factors in the home background of early writers are very similar to those of early readers and that interest in writing preceded interest in reading for nearly all of the early writers studied.

150.* KING, Viola. "Dialect Awareness in Preschoolers." 53(Mar. 1976), 248-250.
Details a research study designed to answer three questions: (1)does dialect awareness occur at the same time as race awareness? (2) at what age does the black lower-class child indicate awareness of dialect differences? and (3) at what age does the black lower-class child indicate a preference for standard English over black English? Findings suggest that both black and white preschoolers prefer white dolls to black dolls, but that the same children are oblivious to dialect differences and fail to associate these differences in language variety with black speakers.

151. SANACORE, Joseph. "A Checklist for the Evaluation of Reading Readiness." 50(Sept. 1973), 858-860, 870.
Presents a checklist for the evaluation of reading readiness, organized according to the following categories: auditory discrimination, visual discrimination, left to right orientation, oral language development, concept development, social and emotional development, motor coordination, and physical factors (See abstract 164).

152.* SHEPHERD, Richard C. "Oral Language Performance and Reading Instruction." 51(Apr. 1974), 544-546, 560.
Describes a study which investigated certain relationships between oral language performance and reading readiness. Scores from subtests of the Metropolitan Readiness Test are correlated with results from a free verbalization task. Concludes that language samples from poor white or black inner-city children should not be interpreted as measures of intelligence.

153. SMITH, Nila Banton. "Early Language Development: Foundation of Reading." 52(Mar. 1975), 399-402, 418.
Emphasizes the interrelationship of language development and reading achievement. Discusses the various stages of language development and their relevance to reading success.

154. TOVEY, Duane R. "Language Acquisition: A Key to Effective Language Instruction." 53(Nov./Dec. 1976), 868-873.
Encourages teachers to appraise the appropriateness of language activities with regard to the language competencies children possess. Analyzes eight commonly used language activities and concludes that language analysis should no longer be emphasized in the elementary school. Instead, teachers should help students develop as consumers of language.

See Also: 2, 390, 392, 394.

Methods

155.* BORDEN, Juliet P.; Handley, Herbert M.; and Wollenberg, John P. "Head-Start Can Contribute to Reading." 51(Sept. 1974), 874-876.
Describes a study in which disadvantaged children benefited from a well-structured Head Start-Follow Through program.

156.* CHRISTENSEN, K. Eleanor. "Language Facility of Kindergarten Children." 49(Nov. 1972), 1107-1111, 1119.
Reports on a study which investigated the effects of two kindergarten programs (a regular kindergarten with and without an adaptation of the language-experience approach) on children's oral syntactic language facility. Concludes that neither teaching approach, social class status, nor sex individually exerts a significant effect on the oral language facility of children. However, the combined effect of these factors may significantly influence oral language facility.

157. FAGERLIE, Anna M. "Using Wordless Picture Books With Children." 52(Jan. 1975), 92-94.
Emphasizes using wordless picture books with young children to stimulate both oral language experience and written expression.

158. FITZGERALD, Alice Irene. "Literature Approved by Today's Kindergarten Children." 48(Dec. 1971), 953-959.
Discusses the necessity of providing a wide variety of books which suits the child's interest and attention span, and helps the child become acquainted with his/her world. A comprehensive list of books published between 1965 and 1970 that has been approved by kindergarten children is included. (B)

159. HOSKISSON, Kenneth; and Krohm, Bernadette. "Reading by Immersion: Assisted Reading." 51(Sept. 1974), 832-836.
Contends that children can learn to read in the same way they learn to use language: through an assisted reading approach, where unknown words are identified for readers as they encounter them. Describes a second grade program, results, and further suggestions.

160. HOUK, Annelle S.; and Bogart, Carlotta. "What You See's Not All You Get." 51(Mar. 1974), 445-448.
Describes how children can learn concepts through visual-verbal games. These games encourage precise vision, vocabulary, and social communication.

161. LaFLAMME, Robert H. "More Meaningful Storytime in Kindergarten." 52(Jan. 1975), 69-72.
Describes a variety of ways storytime in the kindergarten can be more enjoyable, meaningful, and exciting through different modes of active involvement.

162. LAMME, Linda Leonard; and Kane, Frances. "Children, Books, and Collage." 53(Nov./Dec. 1976), 902-905.
Contends that young children need to become aware of the relationships between areas which are not typically united in the instructional

curriculum. Suggests ways in which the teacher can encourage appreciation of the art media in children's books by actively involving children in collage techniques.

163. LEPKE, Phyllis. "Responding Actively to the World of Literature." 53(Apr. 1976), 404-406.
Suggests that dancing can aid reading readiness, the ability to understand and develop imagery, and the interpretation of literature. Offers ideas on how to develop a lesson uniting dance and literature.

164. MAYER, Jeri E. "Evaluating Readines Readiness: A Reply." 52(Mar. 1975), 343-345.
Replies to Sanacore's article (abstract 151), "A Checklist for the Evaluation of Reading Readiness," which appeared in Elementary English, September, 1973. Mayer questions the use of a checklist as an effective means of determining reading readiness. Instead, Mayer advocates initiating reading instruction and providing additional training in skills in which the child is deficient.

165.* O'DONNELL, C. Michael; and Raymond, Dorothy. "Developing Reading Readiness in the Kindergarten." 49(May 1972), 768-771.
Reports a research study comparing the basal reader workbook approach to the conceptual-language program in teaching reading readiness. At the end of kindergarten, children in the conceptual-language classes received statistically higher general reading readiness scores on the Metropolitan Readiness Test than pupils in the basal reader groups.

166. YAAKOB, Parthena M. "Music and Reading." 50(Apr. 1973), 577-578.
Contends that music can be an effective medium for teaching reading skills to pre-school, kindergarten, and elementary students because readiness skills such as auditory discrimination, visual discrimination, direction, and imitation are emphasized in the teaching of musical skills for simple songs.

See Also: 32, 115, 141, 226, 374, 388, 395, 398.

Remedial Reading Programs

General

167. DuBOIS, Jessie J. "Teaching Reading Optimistically." 51(Sept. 1974), 868-869, 882.
Suggests an optimistic approach to reading problems. Follows the experiences of a nonreader through sixth grade to emphasize the results of teacher neglect.

168.* GUNDERSON, Doris V. "Sex Differences in Language and Reading." 53(Mar. 1976), 300-306.
Considers possible explanations for the high ratio of boys to girls in remedial reading classes. Summarizes research concerning sex differences in language development and in reading success or failure. States that no conclusions can be drawn because too many questions remain. Suggests directions for future research.

169. LERNER, Janet W. "Reading and Learning Disabilities." 50(Feb. 1973), 265-269.
Contends that information gained from the field of learning disabilities will have an impact on the field of reading, especially in the following areas: diagnosis; motor development; perception; memory; language; cognitive skills; and maturational, social, and psychological factors.

170. MADISON, John P. "NCTE/ERIC Report: Learning Disabilities." 49 (Jan. 1972), 134-141.
Abstracts ERIC documents related to the following aspects of learning disability: background information; methods of identification and diagnosis; and specific examples of successful approaches, programs and strategies.

See Also: 27, 30.

Methods and Materials

171. BLACKWELL, Janet M. "When 2 + 2 Ain't 4." 53(Apr. 1976), 422-424.
Describes several mathematical disorders and suggests that they are related to language deficits. Urges that the remediation of language disorders be extended to include language-related mathematical difficulties.

172.* CHOMSKY, Carol. "After Decoding: What?" 53(Mar. 1976), 288-296, 314.
Describes a remedial program aimed at changing students' attitudes toward reading. Five children listened to taped recordings of stories while reading along until they could read the stories without the tapes. As a result of this procedure, the children's attitudes shifted; they were highly motivated and enjoyed reading. Concludes that this approach is successful because it gives children practice in reading connected discourse and gives them a feeling of success.

173. MADISON, John P. "NCTE/ERIC Report: The Slow Learner: A Winner at Last?" 48(Nov. 1971), 896-901.
Maintains that the movement toward individualization, the emphasis on finding out how children learn, and the deemphasis of arbitary age-grade standards help to focus attention on the slow learner. Provides abstracts of ERIC documents which contain information for educators planning curricula for slow learners and for those interested in individualizing instruction in this special area of education.

174.* MORGAN, Edwin W. "A Clinical Team Approach to Improving Reading Instruction in First Grade." 51(Sept. 1974), 889-893.
Describes a study in which children suspected of having learning problems were referred to professionals who supplied the teacher with information about modifying programs to meet the children's needs.

175. ORR, Robert S., Jr. "T Is for Teddybear--Teddy Can Read." 53(Nov./Dec. 1976), 883-885.
Explores the problem of low achievers' attitudes toward reading. Offers a "teddybear tutoring" program as a partial solution to this problem. Using various instructional materials, the students "taught" their teddybears to read. Suggests that teddybears can motivate primary boys and girls of low reading achievement to discover the joys of reading.

176. RUBINSTEIN, Bob. "Sports History: Motivation for Reluctant Readers." 52(Apr. 1975), 591-592.
Suggests providing non-reading students with material that they find interesting and motivational. Cites examples of success.

177.* SCHNEEBERG, Helen E.; and Mattleman, Marciene S. "The Listen-Read Project: Motivating Students through Dual Modalities." 50(Sept. 1973), 900-904.
Presents results of a study which indicated that reading, even among low-achieving students, can be improved through the coordinated use of books and tapes in listening centers.

178.* SOLOMON, Bernard. "The Television Reading Program." 53(Feb. 1976), 135.
Argues that the use of television programs and scripts can motivate "non-readers" to augment their reading skills. Results of a pilot study indicate that children using the Television Reading Program were highly motivated and showed positive changes in their attitudes toward reading.

179. SPIESS, Jo Ann. "Literature and Hidden Handicaps." 53(Apr. 1976), 435-437.
Argues that mainstreaming learning disability children might benefit those children and the classroom teacher. Also, suggests that children's literature is a valuable and effective tool for reaching students labeled "learning disabled." Suggests several trade books dealing with body awareness and emotions for use with learning disability students. (B)

See Also: 199, 209, 251, 312, 403.

Diagnosis of Disabled Readers

180. FRESHOUR, Frank W. "Dyslexia: A Sure Cure." 51(Sept. 1974), 864-865, 893.
Deplores the use of the term "dyslexia." Relates the high degree of confusion this term creates for all people concerned with reading problems.

181. GUTKNECHT, Bruce. "The Label Syndrome." 53(Apr. 1976), 419-421.
Maintains that the lists of characteristics of any one of the groups labeled remedial, handicapped, or disabled always contain many descriptors similar to another group. Concludes that only one criterion should be applied in measuring the effect of labeling on children, programs, or teachers: do more children become proficient readers because of the application of the label?

182. LERNER, Janet W. "A Thorn by any Other Name: Dyslexia or Reading Disability." 48(Jan. 1971), 75-80.
Offers various definitions of "dyslexia." Discusses both medical and educational perspective of the problem.

Methods for Teaching Reading

General

183.* ADAMS, Ruth R.; and Litwin, Zelda. "Talking Typewriter--A Study in Concept and Attention Growth of Young Children." 47(Feb. 1970), 250-256.
Describes the use of the talking typewriter and the classroom atmosphere which was designed to reinforce work begun with the typewriter. The process utilizes visual, auditory, and tactile modalities as well as encouraging the development of attention span and ability to follow directions. Tentative conclusions of this study, which was still in progress at the time of this publication, indicate that children using this method will face the task of learning to read with greater motivation and improved reading skills.

184.* BLOCK, J. R. "i.t.a. and Other Alphabets." 50(Jan. 1973), 49-59.
Summarizes the results of existing research concerning the merits of i.t.a. versus traditional orthography. Concludes that i.t.a. is the best way to learn to read.

185. BURNS, Alan R. "Overcoming Difficulties in Learning to Read." 50(Sept. 1973), 911-920.
Contends that a child finds it difficult to learn to read and spell words because of the lack of isomorphic correspondence between phonemes and graphemes. Adovcates the use of the English-Unifon Alphabet to teach reading and gives justifications for its use.

186. CATHCART, Maureen. "Personalizing Reading Instruction." 50(Sept. 1973), 905-910, 934.
Outlines the strengths and weaknesses of basal reader, language-experience, and individualized reading programs. Advocates using the best of each to develop an eclectic approach to the teaching of reading.

187. COX, Carole. "The Liveliest Art and Reading." 52(Sept. 1975), 771-775, 807.
Suggests combining classroom film making with reading activities. Creating and reading scripts provide excellent content for developing critical reading.

188. DAVIS, Joanne W. "Teaching Reading with Paperbacks in an Elementary School: Three Models for Classroom Organization." 47(Dec. 1970), 1114-1120.
Describes three varied techniques using paperback books for reading instruction. Teachers using paperbacks for reading instruction listed several advantages: (1) children appeared to have a greater sense of accomplishment in completing several paperbacks instead of one text; (2) paperbacks were found to be more interesting than other reading material; and (3) paperbacks raised issues that provided controversy and excitement in the reading group.

189. DeRENZIS, Joseph J. "Reading Methods Plus Instructional System Equals Student Success." 52(May 1975), 676-678.
Contends that a systems approach to reading is a necessary classroom management technique for more effective use of reading methods.

190. DOWNING, John. "A Psycholinguistic Theory for i.t.a." 47(Nov. 1970), 953-961.
States six well-established principles of educational and child psychology which explain the linguistic structure of i.t.a. Provides practical implications of i.t.a. for future development in two areas: (1) improvement in the i.t.a. alphabet itself; and (2) teaching methods which are most likely to be successful.

191.* GRAVES, Donald H. "Research Update: Back to Basics - The Bennett Study." 53(Oct. 1976), 822-827.
Describes and reviews a research project called "Teaching Styles and Pupil Progress" conducted by Neville Bennett in 1976. The study sought to answer two basic questions: (1) do different teaching methods affect the cognitive and affective growth of students in different ways? and (2) do different types of students perform better when instructed by certain teaching styles? Results indicate that high-achieving students progress better in formal classrooms and that low-achieving boys perform worse in formal classrooms than in mixed or informal classrooms.

192. JOHNSTON, A. Montgomery. "Teaching Reading an Easy Way." 50(Mar. 1973), 459-460.
Encourages the establishment and constant use of well-displayed classroom libraries, consisting of approximately five books per pupil. Suggests the following guidelines: 40-50 books considered "classics," 40-50 books which relate to current units of study, and 40-50 books to meet specific interests of children in the room.

193.* LICHTENSTEIN, Jack. "In Search of 'The Impossible Dream.'" 47(Feb. 1970), 262-264.
Words in Color, i.t.a, and the Lippincott Basic Reading Program were incorporated into a study seeking the reading method that would minimize failure. Results indicate that no method showed clear superiority and all seemed weak in reaching pupils with poor auditory perception because of the heavy emphasis on phonics. Concludes that adaptable methods and materials used by a teacher who is sensitive to each child may reduce the number of children who eventually need clinical help.

194. MEDCALF, Robert L.; and Rats, Margaret. "A Coding System that Makes Sense." 50(Jan. 1973), 44-48.
Presents an outline and the objectives of a five-book English-Unifon series being developed for primary children.

195. NARANG, H. L. "Self-Evaluation of a Reading Lesson for Reading Teachers." 52(Mar. 1975), 338-339.
Provides a checklist to assist the teacher in preparing a more effective reading lesson. Ideas are based on directed reading activities.

196. PIKULSKI, John J. "Using the Cloze Technique." 53(Mar. 1976), 317-318, 328.
Defines the cloze technique and its intended uses. Recommends procedures for using cloze as a device for reinforcing or extending reading skills and for encouraging writing skills. The wide range of suggested activities demonstrates the adaptability of the cloze technique to various instructional objectives.

197. SAGER, Carol. "Effective Activities Satisfy 'Readers.'" 52(Mar. 1975), 335-337.
Suggests guidelines for improving instructional activities. Teachers from Wilmington, Massachusetts designed "READERS" based on literature related to learning theory:
R - relevant, clear-cut objectives
E - educational validity
A - active application of skill(s) taught
D - development of productive attitudes
E - economical use of pupils' time
R - responses which provide feedback
S - suitable tasks for divergent developmental needs

198. WAGENER, Elaine H. "Language Arts for the Visually Impaired Child." 52(Apr. 1976), 432-434.
Discusses several strategies for teaching language arts to the visually impaired. Suggests exploration of oral language through kinesthetic experiences, directions in braille, dramatization, reading aloud to the student, and playing commercially prepared records.

See Also: 3, 20, 49, 108, 120, 159, 183.

Oral Reading

Oral Reading by Students

199. JOHNS, Jerry L. "Strategies for Oral Reading Behavior." 52 (Nov./Dec. 1975), 1104-1107.
Presents and comments upon seven types of oral reading behavior: repetitions, hesitations, substitutions (non-words, words which make sense in context, words which distort the meaning), over-reliance upon phonic analysis, and inappropriate intonation or punctuation. Provides a number of teaching strategies related to each behavior designed to enhance the student's reading performance.

200. WHISLER, Nancy G. "Pupil Partners." 53(Apr. 1976), 387-389.
Criticizes the traditional round robin reading circle. Suggests that a good oral reading lesson has a clearly defined purpose, emphasizes the importance of listening to others read, uses appropriate material, and has provisions for instruction in unfamiliar vocabulary prior to reading. Describes a technique called Pupil Partners which can be an alternative to round robin oral reading.

Oral Reading to Students

201. BROWN, Jennifer. "Reading Aloud." 50(Apr. 1973), 635-636.
Suggests that daily storytelling can help teachers make major strides toward encouraging and enticing their children to read.

202.* JOHNS, Jerry L. "The Attitudes of Inner-City and Suburban Students Toward Teachers' Oral Reading." 49(Feb. 1972), 184-186.
Discusses an exploratory study designed to determine whether there is any difference between students' opinions regarding oral reading done by teachers in middle class suburban schools and inner-city schools which

were predominantly black. Results indicate that suburban students were read to more often by their teachers and that they liked their teachers to read to them more than did students from inner-city schools.

203.* JOHNS, Jerry L.; and Read, Donna J. "The Attitudes of Inner-City and Suburban Students Toward Teachers' Oral Reading - A Second Report." 49(Feb. 1972), 187-189.
Reports the results of a replication study about the attitudes of students toward teachers' oral reading. The finding that suburban students liked their teachers to read aloud more than students from inner-city schools supported the result from the original exploratory study. There were no significant differences between suburban and inner-city students on whether or not their teachers read to them. This finding conflicts with the results of the exploratory investigation.

204.* LAMME, Linda Leonard. "Reading Aloud to Young Children." 53(Nov./Dec. 1976), 886-888.
Presents the results of a study designed to create and partially validate an instrument to measure how well a teacher is reading aloud to a group of children. Results indicate that the following items influence oral reading success: (1) child involvement in story reading; (2) amount of eye contact between reader and audience; (3) the amount of expression in the reader's voice; (4) quality of the reader's voice; (5) pointing to words and pictures in the book; (6) familiarity with the book; (7) selection of the book; and (8) grouping the children so that all could hear the story and see the pictures.

205. SHUMAKER, Marjorie P. "Literature and the Teaching of Reading." 52(Oct. 1975), 953-955, 1029.
Proposes that reading orally to children fosters positive attitudes toward reading. Contends that a unit of study centered around oral reading of related literature can motivate students to read and write with freedom and pleasure.

See Also: 161, 378.

Language Experience

206. BERGOLD, Sharon. "Children's Growth of Competence in Storytelling." 53(Sept. 1976), 658-662.
Suggests a language-experience approach to helping children become competent storytellers. Contends that each time they tell a story, children understand themselves, their world, and the craft of storytelling better.

207. BERNSTEIN, Edna. "Organic Reading." 53(Feb. 1976), 206-207.
Describes the language-experience approach called "organic reading" used by Sylvia Ashton-Warner. Concludes that such a method is beneficial because it allows for individual differences, but that the program should be supplemented by other more traditional techniques.

208.* FOERSTER, Leona M. "Language Experience for Dialectically Different Black Learners." 51(Feb. 1974), 193-197.
Reviews studies concerning dialect differences. Believes that black children must become bidialectal, understanding vernacular and standard English, and that language-experience can best achieve this goal.

209. GIRDON, Mary Bowers. "Helping the Disabled Reader." 50(Jan. 1973), 103-105.
Describes the use of the language-experience approach to teach reading to disabled middle school readers.

210.* KELLY, Ann Marie. "Sight Vocabularies and Experience Stories." 52(Mar. 1975), 327-328.
Reports a study to determine if the language-experience approach or the traditional basal reader approach would increase sight vocabulary. Findings favor the use of the language-experience approach.

211. LANGER, John H. "Non-Standard Spelling and Language Experience in Beginning Reading." 48(Dec. 1971), 951-952.
Suggests that teachers should accept children's written symbols for the sounds they hear in order to encourage positive, affirmative attitudes at a time when they are essential to reading success. Then, at the appropriate time, the teacher can provide alternate standard spellings.

212. MADISON, John P. "NCTE/ERIC Report: The Language Experience Approach to Teaching Reading." 48(Oct. 1971), 682-689.
Provides abstracts for four categories of ERIC documents relating to the language-experience approach. The first provides the philosophy, definitions, and explanations of the approach. The second type indicates ways in which the approach may be applied. The third gives research findings from studies which compare the approach with other reading programs. The last type gives sources for materials and information which relate to the language-experience approach.

213. SCHWARTZ, Judy I. "A Language-Experience Approach to Beginning Reading." 52(Mar. 1975), 320-324.
Describes the advantages of the language-experience approach for reading instruction. Contends that a "good" language-experience program meets the needs of individuals and provides a meaningful and stimulating method of instruction.

214. SMITH, Lewis B.; and Morgan, Glen D. "Cassette Tape Recording as a Primary Method in the Development of Early Reading Material." 52(Apr. 1975), 534-538.
Describes a program which uses tape recorders to allow students to record impressions, stories, or experiences which they feel are meaningful. Typed copies are returned to the students to form a "personalized reader." Findings support the use of the program as a successful supplement to the basal reading program.

215. STAUFFER, Russell G. "Integrating the Language Arts." 48(Jan. 1971), 22-26.
Proposes that children of five and six come to school with a wealth of language experiences that provides a sound, all-embracing foundation on

which to construct and develop reading ability. Stresses that the advantage of the language-experience method is the attention it gives to starting at the level of the learner.

See Also: 2, 8, 133, 156, 402.

Basals

216. JOHNSON, Joseph C. "Wanted: Reality-Oriented Reading Materials." 51(Apr. 1974), 557-558.
Criticizes beginning basal readers with their middle-class families, superficial story lines, and one-dimensional characters. Believes basal stories cause reading failures when they fail to depict the reality, values, and mores of our culture.

217.* PARKER, Lenore D.; and Campbell, Ellen K. "A Look at Illustrations in Multi-Racial First Grade Readers." 48(Jan. 1971), 67-74.
Discusses the results of a research project designed to evaluate the differences between all-white texts and integrated books. The findings indicate that criteria can be established for illustrations to bridge the gap between a child's real world and the one he/she sees pictured in books.

218. RODENBORN, Leo V.; and Washburn, Earlene. "Some Implications of the New Basal Readers." 51(Sept. 1974), 885-888.
Notes that modern basal series use more words, and these new words occur less frequently than in previous series. Points out the implications of these facts.

219. RUDIE, Helen N. "Poetry in Basal Readers: Perished or Cherished?" 52 (Jan. 1975), 136-140.
Presents an analysis of poetry found in current basal reading programs. Suggests that these can be used in a total poetry program.

220.* SCHNELL, Thomas R.; and Sweeney, Judith. "Sex Role Bias in Basal Readers." 52(May 1975), 737-742.
Reviews past studies of basal readers and reports considerable evidence of sex discrimination. Stimulated by these studies, the authors decided to examine the 1966 and 1971 Houghton Mifflin reading books to see if the newer series reflects a change in the roles, activities, and relative importance of male and female characters. Little change is reported.

See Also: 133, 173, 419.

Individualized Instruction

221. ABBOTT, Jerry L. "Fifteen Reasons Why Personalized Reading Instruction Does Not Work." 49(Jan. 1972), 33-36.
Lists fifteen reasons why personalized reading cannot be successful in the classroom; then discusses how each problem can be overcome. The implementation of such a program at an elementary school in North Dakota is explained.

222.* BAILEY, Anne V.; and Housekeeper, Geraldine. "Does Individualized Reading *Affect Other Subject Areas?*" *49(Jan. 1972)*, 37-43.
Discusses a study which examined teachers' opinions about individualized reading and its effect on pupils' achievement in other subject areas. Results of the study support the premise that individualized reading increases pupils' competency in science, social studies, and math.

223.* DUKER, Sam. "Master's Studies of Individualized Reading II." 47 (May 1970), 655-660.
Lists 115 theses dealing with individualized reading instruction. Also attempts to group this list into possible subtopics such as individualized reading in first grade, informal reading inventory procedures, and case studies.

224. FILLMER, Henry T.; and Griffith, Sue. "Guidelines for a System-Wide Reading Program." 50(Mar. 1973), 455-458.
Lists and explains 12 guidelines for individualizing reading instruction.

225. FOERSTER, Leona M. "Personalizing Reading Instruction." 50(Mar. 1973), 461-463.
Contends that a successful reading program must be relevant and personally meaningful to each learner. This is more possible today through multimedia, multicultural, and multiethnic programs.

226.* HILL, Charles H.; and Methot, Kathleen. "Making an Important Transition." 51(Sept. 1974), 842-845.
Presents a study of first graders from a structured reading program who made a transition to individualized reading, in which trade books were used. Comments on these four aspects of the individualized program: sustained silent reading, one-to-one conference, independent follow-up writing, and student attitude. Concludes that a strong decoding program, followed by individualized reading using trade books, seems to be a good combination.

227. HUNT, Lyman C., Jr. "Six Steps to the Individualized Reading Program (IRP)." 48(Jan. 1971), 27-32.
Discusses six sequential steps necessary to plan a successful individualized reading program: (1) classroom environment; (2) silent or quiet reading time; (3) instructional guidance; (4) book talks and conferences; (5) skill development; and (6) records and evaluations. The unique values resulting are: (1) exploratory detective-type reading; (2) uninterrupted sustained silent reading, the ultimate reading skill; (3) self-direction in the world of print; and (4) love of books.

228. JOHNSON, Joseph C.,II. "Management of an Individualized Reading Instruction and Learning Program." 50(Sept. 1973), 875-880.
Presents a management model for the individualization of reading instruction and learning which has several advantages over more traditional schemes: (1) it meets individual student differences; (2) it can be used by teachers with differing teaching styles and levels of experience; (3) it does not restrict the use of materials; and (4) it is sufficiently generic to merge with most reading programs.

229. SANACORE, Joseph. "On-going Evaluation of Behavioral Objectives and Individualized Reading Instruction." 50(Mar. 1973), 465-468, 488.
Describes a reading program based on the following criteria: (1) the continuous assessment of reading objectives; (2) the teaching of skills to achieve these objectives; and (3) the utilization of individualized reading instruction.

230. SCHUBERT, Delwyn G. "Individualized Self-Directed Correction." 50(Mar. 1973), 441-444.
Contends that individual differences in reading can be met by an individualized self-directed program.

231. SERWER, Blanche L.; and Stolurow, Lawrence M. "Computer-Assisted Learning in Language Arts." 47(May 1970), 641-650.
Reviews a computer-based instructional system developed by the Harvard Computer-Aided Instruction Laboratory. Its goal is to individualize instruction with the use of the computer. The program consists of four main steps: (1) diagnosis with on-line and off-line testing instruments; (2) prescription of an individual instructional sequence developed for each child; (3) remediation or treatment by selecting appropriate instructional materials; and (4) enrichment and maintenance of skills and knowledge.

232. WHEELER, Alan H. "A Systematic Design for Individualizing Reading." 50(Mar. 1973), 445-449.
Outlines concepts and ideas which can assist teachers in initiating and implementing a more personalized approach to reading instruction.

233. YLISTO, Ingrid. "Individualized Reading Instruction - Facon de Parler." 49(May 1972), 740-745.
Discusses the various factors essential for implementing an individualized reading program: (1) knowledge of individual behavior and language growth; and (2) understanding that the learning process is self-directed, self-balancing, and self-enhancing.

See Also: 129, 368, 419.

Grouping for Instruction

234. HARRIS, Beecher H. "No Labels, Please!" 53(Nov./Dec. 1976), 906-910.
Argues that labels assigned to children, however intended, are bad for four reasons: (1) they are made within the extremely narrow context of learning and conforming; (2) every label is a judgment; (3) every label is a judgment of comparative personal worth; and (4) labels tend to shape the life of the child. Concludes that children should be regarded as people, each with a personality, an individuality, a shape.

235. JERNIGAN, Mary L. "Centers Approach to Reading Instruction." 51(Sept. 1974), 858-860.
Describes the organization of reading centers, their advantages for the teacher and child, and activities and materials that can be used.

236. MILLER, Wilma H. "Some Less Commonly Used Forms of Grouping." 48(Dec. 1971), 989-992.
Describes some of the less common forms of grouping: (1) needs groups; (2) interest groups; (3) research groups; (4) tutorial groups; (5) the Joplin Plan; (6) departmentalized teaching; (7) the ungraded primary plan; (8) multigrade and multiage grouping; and (9) the dual progress plan.

237. NEUFELD, Karen. "A Kaleidoscopic Reading Organization Plan." 52(May 1975), 673-675.
Demonstrates how existing reading organization plans can be adapted to create a new plan to fit particular needs.

See Also: 29, 181.

Materials for Teaching Reading

General

238. BISSETT, Donald J. "Literature in the Classroom." 50(May 1973), 729-738.
Discusses the advantages of paperbacks as classroom reading material. Lists sources for obtaining paperbacks: book clubs, mass market publishers, and trade publishers. Concludes that teachers can help make paperbacks accessible to children by studying what is available, considering ways books can be brought to children, and learning how to purchase paperbacks.

239. CLEGG, Luther B. "Baa, Baa, Black Sheep, Have You Any News?" 53(Oct. 1976), 791-792.
Explores the sensationalism of newspaper headlines. Presents some headlines which might have appeared in recent newspapers in connection with certain nursery rhymes.

240. COOK, Jimmie E. "If It's SRA, It Must Be Friday." 53(Apr. 1976), 385-386, 391.
Emphasizes the need for careful evaluation before purchasing material to supplement the reading program. Describes the intended and possible uses of several popular supplementary materials.

241. GOFORTH, Frances S.; and West, William W. "How Should Teachers Handle the Literature Students are Reading?" 52(Nov./Dec. 1975), 1135-1140.
Discusses four major responsiblities related to selecting books for class instruction: (1) to the students; (2) to the educational program; (3) to the educational system; and (4) to the greater community. Examines the problem of community censorship. Presents a bibliography of books that are popular with middle schoolers because they deal with their immediate concerns and needs. (B)

242.* HAMILTON, Harlan. "TV Tie-Ins As a Bridge to Books." 53(Feb. 1976), 129-130.
Outlines a study designed to discover if students prefer to read books relating to television programs (TV tie-ins). Results indicate that students chose to read TV tie-ins significantly more often than they chose other books. Contends that the use of TV tie-ins as reading material is one way to avoid the threat to reading that television poses.

243. HARDIN, William J.; and Corbin Don D. "Motivation and the Lowly Workbook." 50(Apr. 1973), 563-564.
Contends that workbooks can be motivating to a student only if the student has enough expertise to cope successfully with each workbook exercise.

244. MAASE, Elda. "Instructional Uses for 'Supermarket' Books." 52(Apr. 1975), 499-502.
Suggests that inexpensive books found in supermarkets can be used to teach students to classify literature and to identify various characteristics of style.

See Also: 11, 99, 103, 235, 411, 435.

Readability of Materials

245. BLAIR, Allen M. "Everything You Always Wanted To Know About Readability but Were Afraid To Ask." 48(May 1971), 442-443.
Explains that all readability formulas are probability statements. Defines what readability isn't, as well as what it is.

246. BOTEL, Morton; and Granowsky, Alvin. "A Formula for Measuring Syntactic Complexity: A Directional Effort." 49(Apr. 1972), 513-516.
Discusses the Syntactic Complexity Formula, developed to measure the syntactic complexity of a sentence. The syntactic complexity of a passage is the mean of the complexity counts of the sentences evaluated. The theory, procedure, and uses of this formula are also explained.

247.* JONGSMA, Eugene A. "The Difficulty of Children's Books: Librarians' Judgments Versus Formula Estimates." 49(Jan. 1972), 20-26.
Describes a study which investigated the extent to which librarians could judge the difficulty of children's books as compared to difficulty estimates rendered by various readability formulas. Concludes that librarians can determine the difficulty of children's books as well as most readability formulas.

248. MANZO, Anthony V. "Readability: A Postscript." 47(Nov. 1970), 962-965.
Recommends a moratorium on readability research. The primary reasons for this recommendation are: (1) the formulas have inherent problems causing variability in predictions; (2) the research is uni-dimensional; (3) the formulas are divorced from the reader's purpose and experience; and (4) most uses of a readability formula are fulfilled almost as well without one. Views readability formulas as very limited in value.

249. SCHAFER, Paul J. "The Readability of the Newbery Medal Books." 53(May 1976), 557-559.
Presents the results of applying the Botel and Fry readability formulas to books awarded Newbery Medals from 1940-1973.

250. TIBBETTS, Sylvia-Lee. "How Much Should We Expect Readability Formulas to Do?" 50(Jan. 1973), 75-76.
Contends that critics of readability formulas should expend their efforts determining what readability formulas can do, rather than what they cannot do.

See Also: 135.

Dictionaries/Reference Books

251. COOK, Jimmie E. "Teacher Survival Kit: The Dictionary." 53(Oct. 1976), 755-757.
Outlines a successful strategy for developing language awareness in reluctant readers. Suggests exploration of the dictionary as a springboard for investigation of etymology, slang, acronyms, and blend words.

252. LAKE, Mary Louise. "Improve the Dictionary's Image." 48(Mar. 1971), 363-365.
Offers several dictionary skills games to teach children that words can be fun and that dictionary work is fun. Enthusiasm and vocabulary growth are cited as natural results of such games.

253. NELSON, Raedeane M. "Getting Children into Reference Books." 50(Sept. 1973), 884-887, 896.
Advocates that teachers and librarians should help students develop skill in locating information. Recommends several successful activities.

Children's Literature

Analyses of Children's Literature

General

254. CULLINAN, Bernice E. "Reality Reflected in Children's Literature." 51 (Mar. 1974), 415-419.
Reflects on the former demand for relevance in children's literature and the current resistance to this relevance now that it has occurred. Whether reality or fantasy, a book has quality if the characters are believable and if it evokes an intense personal response.

255. FARLEY, Carol. "Philosophy Via Fiction." 53(Feb. 1976), 168-171, 205.
Maintains that discussions about values and beliefs should be a part of the elementary language arts program. Books of serious fiction can be good starting points for such discussions. Examines children's books written by the author for their philosophical content.

256. FOX, Paula. "Only Words." 52(Apr. 1975), 439-441, 475.
Maintains that children's literature is becoming too moralistic by offering simple solutions to complex human problems. Urges writers of imaginative fiction to make an effort to enter into the "being" of their subjects.

257. GUILFOILE, Elizabeth. "Two Hundred Recent Picture Books and Picture Story Books." 48(Dec. 1971), 970-981.
Contains an annotated list of books for children between the ages of 2 and 10 published between 1967-1970. (B)

258. HALEY, Beverly A.; and Donelson, Kenneth L. "Pigs and Hamburgers, Cadavers and Gamma Rays: Paul Zindel's Adolescents." 51(Oct. 1974), 941-945.
Examines the themes and values found in Zindel's three novels, The Pigman, My Darling, My Hamburger, I Never Loved Your Mind, and one drama, The Effect of Gamma Rays on Man-in-the-Moon Marigolds.

259. JOHNSON, G.S. "Going Down Under?" 51(Mar. 1974), 432-434.
Annotates children's trade books about Australia according to regions of that country. (B)

260. LADEVICH, Laurel. "ERIC/RCS Report: Determining Literary Quality in Children's Literature." 51(Oct. 1974), 983-986, 989.
Contends that teachers should be aware of what constitutes quality in literature. Discusses aspects of literary quality offered in several books.

261. MILLER, D.D.; Williams, Susan; and Williams, Ronald. "Children's Literature in the Soviet Union." 53(May 1976), 531-535.
Analyzes the children's literature most popular in the Soviet Union. Surveys examples of literature from four groups: (1) stories based on the the old tales; (2) adaptations for children of the great works of Russian literature; (3) original writings for children; and (4) translations from Western literature or from the literature of other nationalities within the Soviet Union.

262. POSKANZER, Susan Cornell. "Thoughts on C.S. Lewis and the Chronicles of Narnia." 53(May 1976), 523-526.
Suggests that the works of C.S. Lewis are enjoyed by young readers because Lewis' child characters are well-developed and real, while his adult characters are one-dimensional; also contends that readers are charmed by Lewis' use of animals. Concludes that the C.S. Lewis books can be a powerful vehicle in any language arts program.

263. SCHWARTZ, Albert V. "Edith Segal: Friend and Poet." 50(Nov./Dec. 1973), 1223-1227.
Maintains that Segal's poetry is a reflection of her life and credo. Supports this position by excerpting various poems.

264. SIDERIUS, Barbara. "Goody Twoshoes: Morality Through Amusement." 53(Jan. 1976), 37-40.
Examines the work of John Newbery, who was the first to write a collection of books that were for children. Demonstrates how Newbery was able to inject humor into his moral lessons, thus making them more palatable to children.

265. SMITH, Elaine Campbell. "Short Reviews of Children's Books." 48(Dec. 1971), 1018-1023.
Provides an annotated list of 23 books published in 1971 for children in grades K-9. (B)

266. STANEK, Lou Willett. "The Junior Novel: A Stylistic Study." 51(Oct. 1974), 947-953.
Compares and contrasts the authors' use of language, description, and plot in three junior novels: Why Not Join the Giraffes? (Hope Campbell), I Never Loved Your Mind (Paul Zindel), and The Seagulls Woke Me (Mary Stolz).

267. STEIN, Ruth M. "Book remarks: A Personal View of Current Juvenile Literature." 53(Sept. 1976), 695-703.
Presents the author's responses, reactions, and recommendations for the use of recently published picture story books, realistic fiction, and poetry.

268. WEGMAN, Sister Rose Miriam. "Newbery Books Then and Now: An Appraisal." 49(Nov. 1972), 973-980.
Explores the differences among books receiving the Newbery award over the past decade and those which received the award during the first ten years the medal was given. Compares twenty books in the areas of type, appeal, setting and characterization, theme, format, and style. Concludes that agreement among critics on "great" books will always be rare.

269.* WHITE, Mary Lou. "A Structural Description of Picture Storybooks." 52(Apr. 1975), 495-498, 502.
Describes findings of author's attempt to determine if certain internal and external story elements within picture storybooks have the potential for teaching literature. Provides information which may be useful in developing effective methods for teaching literature to children.

See Also: 249, 336, 413.

Stereotypes/Sexism

270.* BINGHAM, Jane. "The Pictorial Treatment of Afro-Americans in Books for Young Children 1930-1968." 48(Nov. 1971), 880-885.
Reports how Afro-Americans have been depicted in picture book illustrations in terms of their physical characteristics, environmental conditions, adult roles, and interactions with other characters. Results suggest that a greater amount of variety in the treatment of Negro characters needs to be included in children's literature. Results also indicate that more books with Negro characters need to be published.

271. BURKE, Virginia M. "Mummy Didn't Mean No Harm." 53(Mar. 1976), 272-275.
Argues that children's literature reflects the limitations, insensitivities, biases, and fantasies of adult writers. Traces the historical acceptance of the "Little Black Sambo" story. Emphasizes that children must be instructed in the realities of minority images and that minority authors and illustrators may have the expertise and sensitivity to do this.

272. DIETERICH, Daniel J. "ERIC/RCS Report: 'Books that lie and lullabye.'" 49(Nov. 1972), 1000-1009.
Maintains that language arts teachers must be vigilant in their selection of books for students, because many books "lie" (present racial and/or sexist stereotypes) and "lullabye" (present the stereotypes in an insinuative, innocuous manner). Abstracts ERIC documents which are commentaries on and bibliographies of children's books.

273. DONLAN, Dan. "The Negative Image of Women In Children's Literature." 49(Apr. 1972), 604-611.
Maintains that women are portrayed somewhat negatively in some nursery

rhymes and folk tales. A young child's image of what is read to him/her may be in sharp contrast to the child's perceptions of the roles of women in today's society.

274. FISHER, Laura. "All Chiefs, No Indians: What Children's Books Say About American Indians." 51(Feb. 1974), 185-189.
Critically evaluates various children's books dealing with the American Indian. (B)

275. HESTER, Nellie. "Textbook Analysis and Community Action." 52(May 1975), 712-714.
Maintains that a major task ahead for teachers is to help students detect racist and sexist stereotyping in literature and discover how it distorts reality. Reports on programs currently in operation that deal with this problem.

276. JENKINS, Esther C. "Multi-Ethnic Literature: Promise and Problems." 50(May 1973), 693-699.
Contends that schools have not been successful at adapting to the needs of children from various cultures. Suggests a two-part solution to the problem: (1) adaptation of good multi-ethnic literature programs in schools; and (2) preservice and inservice programs designed to make teachers aware of the needs of children from various cultures.

277. O'DONNELL, Holly Smith. "ERIC/RCS Report: Sexism in Language." 50(Oct. 1973), 1067-1072.
Maintains that sexism in language manifests itself through the structure of the language, the lexicon, and associations or connotations linked with certain words. Surveys ERIC documents which examine sexist language in children's readers.

278. PARKER, Pat. "In Review: Human--and anti-human--Values in Children's Books: A Content Rating Instrument for Educators and Concerned Parents." 53(Oct. 1976), 810-814.
Reviews Human--and anti-human--Values in Children's Books: A Content Rating Instrument for Educators and Concerned Parents (N.Y.: Council on Interracial Books for Children, 1976). The book's premise is that children's literature should serve society as a change-agent. Criteria for selecting or rejecting children's books on this basis are presented.

279. SCHON, Isabel. "Looking at Books about Latin Americans."53(Mar. 1976), 267-271.
Charges that many American authors misunderstand, misinterpret, or simplify other cultures. Critiques children's books about Mexico from the following categories: poverty, middle class, Mexican traditions and holidays, and biographies. Concludes that although biographies provide some understanding about Mexico, more realistic books are needed.

280.* SINGH, Jane M. "Language Education and Ethnic Children's Literature." 52(May 1975), 721-724.
Contends that children's first experiences with literature play a part in developing attitudes about self and others. Describes a project at Pennsylvania State University designed to evaluate early children's literature for gross, stark stereotypes, subtle distortions, and omissions in reference to ethnic groups. Examples are given.

281.* STOODT, Barbara D.; and Ignizio, Sandra. "The American Indian in Children's Literature." 53(Jan. 1976), 17-21.
Presents the results of a research study evaluating the representation of the American Indian in primary and intermediate books. Contends that the portrayal of American Indians has evolved some, but that many inaccuracies still exist in current books. (B)

282. SUE, Paulina Wee. "Promoting Understanding of Chinese-American Children." 53(Mar. 1976), 262-266.
Maintains that most juvenile literature and textbooks do not credit Asian-Americans for their contributions to the development of the United States. Presents an annotated bibliography of intermediate and junior high books which provide accurate information about Chinese-Americans in the United States. (B)

283. TOWNSEND, Mary Jane. "Taking off the War Bonnet: American Indian Literature." 53(Mar. 1976), 236-244.
Contends that the image of the American Indian is changing in contemporary children's literature. Analyzes fiction written for children during the past decade which demonstrates this modified attitude. Concludes that realistic fiction about American Indians can help children understand some of the difficulties of being an Indian in this society, as well as what it is like to be a member of any minority group. (B)

284. WARD, Nancy. "Feminism and Censorship." 53(May 1976), 536-537.
Contends that good books can have both literary quality and accurate portrayals of females. Suggests that presenting balance between differing opinions is a better solution to the problem of sex stereotyping than is censorship of offensive books.

285.* YAWKEY, Thomas D.; and Yawkey, Margaret L. "An Analysis of Picture Books." 53(May 1976), 545-548.
Reports the results of a study designed to examine sexist, racist, and socio-economic stereotyping in young children's picture books published prior to and after 1965. Results showed statistically significant ($p.<05$) differences between old and new books using the variables of race and socio-economic status of main characters; no differences were found using sex as a variable. Concludes that while attempts have been made to correct some common stereotypes, children's picture books do not portray equality between the sexes.

See Also: 217, 220, 380, 443.

Analyses of Single Works

286. GALBRAITH, Lachlan N. "Marjorie Kinnan Rawlings' The Secret River." 52(Apr. 1975), 455-459.
Argues that the trend toward "new realism" in children's literature may be leading children away from fine traditional literature: myths, folk-tales, and epics. Contends that this trend is a reflection of adult anxieties about problems currently afflicting our society. Author discusses what he considers an "irrelevant" work, but a masterpiece: The Secret River by Marjorie Kinnan Rawlings. Urges teachers to make this book and others like it available to students.

287. MOLSON, Francis J. "Another Look at Harriet the Spy." 51(Oct. 1974), 963-970.
Discusses the book Harriet the Spy in terms of Harriet's development as a writer as well as a person.

288. MOWERY, Janet B. "Portrait of a Pioneer." 53(Jan. 1976), 51-55.
Examines the characterization of Pa Ingalls throughout the Laura Ingalls Wilder books. Concludes that Pa is representative of the best of the late pioneers and that such a complete characterization can breathe life into a historical period.

289. NELSON, Dorothy H. "Johnny Tremain--A Bicentennial Natural!" 53(Jan. 1976), 45.
Suggests that a study of Johnny Tremain would help students learn more about their heritage and themselves.

290. STOTT, Jon C. "The Artistry of Blue Willow." 50(May 1973), 761-765, 839.
Discusses structure, setting, and symbolism as three literary devices used successfully in Blue Willow. Concludes that the book is a universal story of a child's need for security and of the courage the child so often exercises to achieve it.

291. STOTT, Jon C. "Anatomy of a Masterpiece: The Borrowers." 53(May 1976), 538-544.
Suggests that the concept of "seeing" and such related ideas as "insight" and "appearance" are central to unifying The Borrowers effectively and giving it depth of meaning. Provides many examples from the text of the novel.

Thematic Analysis

Animals

292. BYRNE, Barbara. "Cats in Literature." 51(Oct. 1974), 955-958.
Summarizes, identifies themes, and includes literary critiques for seven books about cats. (B)

293. FARMER, Lillah. "Rabbits in Children's Books." 53(May 1976), 527-530.
Suggests that so many rabbit stories have been written because rabbits are such shy and common animals. Summarizes the plots of many stories about rabbits. (B)

294. GORDON, Anitra. "Animals and Adolescents." 49(Mar. 1972), 460-465.
Lists various animal books for young teens which may serve as a good literary bridge between a familiar theme in children's books and new themes, ideas, and philosophies. (B)

295. LIVO, Norma J. "Variations on a Theme: Frogs." 53(Feb. 1976), 193-196, 212.
Contends that any topic can provide an exciting and enjoyable reading/language experience. Using the topic "frogs" as an example, reviews both print and nonprint materials for potential enjoyment and use as skill builders. (B)

296. MARKOWSKY, Juliet Kellogg. "Why Anthropomorphism in Children's Literature?" 52(Apr. 1975), 460-462, 466.
Suggests reasons why an author of children's books may dress animals or make them talk. Also describes how four outstanding authors use different types of anthropomorphism.

297. TULLY, Deborah Shields. "Nature Stories--Unrealistic Fiction." 51(Mar. 1974), 348-352.
Contends that several nature stories for children are not realistic in their portrayal of animal life. These stories give human feelings to animals, stereotype certain animals as good or bad, and misinform readers about animal habits and traits.

Death

298. CARR, Robin L. "Death As Presented in Children's Books." 50(May 1973), 701-705.
Suggests that death is depicted in a variety of ways in books for children. Offers an annotated bibliography intended to assist teachers and parents in the search for books with pertinent viewpoints about death. (B)

299. DELISLE, Robert G.; and Woods, Abigail S. "Death and Dying in Children's Literature: An Analysis of Three Selected Works." 53(Sept. 1976), 683-687.
Analyzes Charlotte's Web, The Magic Moth, and A Taste of Blackberries in light of Kubler-Ross' theories about death and dying. Concludes that the three books illustrate a variety of portrayals of death, some of which are supportive, some confusing. Cautions educators to conduct similar analyses before recommending books about death to children.

300. MORRIS, Barbara. "Young Children and Books on Death." 51(Mar. 1974), 395-398.
Suggests that research has not adequately explored the feelings of young children toward death. Books dealing with the reality of death may only be appropriate for children who are interested and mature enough to understand.

301. ROMERO, Carol. "Children, Death and Literature." 53(Sept. 1976), 674-678.
Traces the development of concepts about death. Discusses the treatment of death in children's literature. Presents a selected bibliography of primary and intermediate books that treat death commendably. (B)

302. SWENSON, Evelyn J. "The Treatment of Death In Children's Literature." 49(Mar. 1972), 401-404.
Describes how four books present death to children in an interesting and skillful way. These books represent a healthier and more honest approach than the squeamish skirting of the subject that has characterized much of twentieth-century juvenile literature. These four books are: (1) Madeleine L'Engle's Meet the Austins, 1960; (2) Ruth Harnden's The High Pasture, 1964; (3) Irene Hunt's Up a Road Slowly, 1967; and (4) Pearl Buck's The Big Wave, 1947.

See Also: 332, 410, 414.

Folklore

303. ARNOLD, Linda. "Profile: Leo Lionni: Modern Fabulist." 53(Sept. 1976), 704-708.
Argues that fables have endured because their underlying truths are still meaningful. Leo Lionni may be considered a modern fabulist because he constructs his tales around the most crucial problem facing people today: survival. Many of Lionni's books are reviewed with regard to this theme. (B)

304. KIRKTON, Carole Masley. "NCTE ERIC Report: Once Upon a Time... Folk Tales and Storytelling." 48(Dec. 1971), 1024-1032.
Discusses the impact that the world of magic and imagination has upon the primary child. Also provides abstracts of three ERIC documents which deal with "once upon a time." The first contains the effects of folk tales upon children; the second covers the art of storytelling and folklore in children's games; and the third presents a detailed curriculum for grades 1 through 6 based on folk literature.

305. O'DONNELL, Holly. "ERIC/RCS Report: Reading about America through Folklore." 53(Jan. 1976), 41-43.
Summarizes ERIC documents which offer background in folklore and provide suggestions for incorporating the study of folklore into the elementary school classroom.

306. RICHARDSON, Carmen C. "The Reality of Fantasy." 53(May 1976), 549-551, 563.
Suggests that some common elements of fantasy stories can help young children deal with the realities of life. The unrealistic settings and larger-than-life characters in fantasy stories allow children to explore the problems and joys of being human in an unthreatening atmosphere.

307. YOLEN, Jane. "The Modern Mythmakers." 53(May 1976), 491-495.
Compares some traditional and modern folk tales. Concludes that authors of children's books, especially those who write fairy and folk tales, are the new mythmakers.

History

308. DONELSON, Kenneth L. "Some Adolescent Novels About the West: An Annotated Bibliography." 49(May 1972), 735-739.
Provides annotations for fifty-nine adolescent western novels. Reading these novels will enable students to gain an understanding of the West and an appreciation of the cultural clashes that were inevitable in the West. (B)

309. GAY, Carol. "Children's Literature and the Bicentennial." 53(Jan. 1976), 11-16.
Maintains that the Bicentennial celebration offers students a rare chance to gain a sense of values and a sense of their past. Recommends that teachers select books with literary quality for developing classroom units. Suggests several books relating to American history that could be used in Bicentennial units. (B)

310. NATARELLA, Margaret A. "The United States: A Historical Travelog." 53(Jan. 1976), 34-36.
Suggests that books offer children the opportunity to "travel" through the history of the United States. Surveys a collection of children's books that can help today's youth learn about their historical counterparts. (B)

Minorities

311. ABEL, Midge B. "American Indian Life As Portrayed in Children's Literature." 50(Feb. 1973), 202-208.
Contends that good literature is an effective way to help Indian children become proud of their heritage. Examines the evolution of books about American Indians by analyzing children's books about tribal life published since 1960. (B)

312. ARCHER, Marguerite P. "Minorities in Easy Reading Through Third Grade." 49(May 1972), 746-749.
Lists books within categories of various cultural minorities: Appalachian, Central European, Chinese-American, Gypsy, Indian, Italian, Japanese-American, Jewish, Negro, African, Pennsylvania-German, Portuguese, Puerto Rican, Spanish-American, and West Indian. (B)

313. REED, Linda. "ERIC/RCS Report: Multi-Ethnic Literature and the Elementary School Curriculum." 53(Mar. 1976), 256-261.
Reviews ERIC documents concerned with the use of multi-ethnic literature at the elementary level. Documents surveyed are related to censorship considerations, bibliographies of multi-ethnic literature, and techniques for incorporating multi-ethnic literature into the elementary school curriculum.

War and Violence

314. GIBLIN, James C. "Violence: Factors Considered by a Children's Book Editor." 49(Jan. 1972), 64-67.
Maintains that books can explore two kinds of violence: external violence in the world and the internal potential for violence. A young reader needs help to perceive the connecting links between the two. Discusses various factors to consider when dealing with violence in children's books.

315. HOPKINS, Lee Bennett; and Arenstein, Misha. " Nervose of the Thought : War and Peace in Children's Books." 48(May 1971), 460-462.
Discusses eight books for primary children centered around the abstract terms "war" and "peace." Each book presents a "pro-life anti-violence" viewpoint.

316. MANESS, Mary. "War Is Glorious: War Is Hell: War Is Absurd." 53(May 1976), 560-563.
Analyzes fictional war stories about World War II, the Korean conflict, and the Vietnam War to discover the treatment of war in children's literature. Concludes that "we have run the gamut...in the treatment of war—war is glorious, war is hell, war is absurd."

317.* McCRACKEN, Glenn. "Violence and Deception in Children's Literature." 49(Mar. 1972), 422-424.
Cites a study of 33 teachers and 283 parents who felt they endured no ill effects from reading fairy tales as children. Results refute Dr. Francis A. Macnab's accusation that there is too much harmful violence and artifice in children's classics.

Miscellaneous

318. ARTH, Alfred A.; and Whittemore, Judith D. "Selecting Literature for Children that Relates to Life, The Way It Is." 50(May 1973), 726-728, 744.
Argues that contemporary issues are not explored in public school literature. Presents a bibliography of trade books which deal with some of the realities of life that influence students. (B)

319. BIRD, Kathy. "The Value of Individualism." 50(May 1973), 707-714.
Suggests that American children's literature, past and present, reinforces the value of individualism. Discusses several books dealing with this theme. Concludes that present day literature redefines the concept of individualism so it may be applied more meaningfully to contemporary society.

320. LINDBERG, Mary Anne. "Survival Literature in Children's Fiction." 51(Mar. 1974), 329-335.
Recognizes the appeal that survival stories have for all people. A sampling of sixty titles of survival literature for children of various levels of reading ability is included. (B)

321. MALLETT, Jerry J. "A Skyscraper Building Scrapes Air Pollution Out of the Sky-I Think!" 52(Apr. 1975), 447-448.
Notes a current ecological trend in children's books and media. Cites examples from several sources.

322. RICH, Anita; and Bernstein, Joanne E. "The Picture Book Image of Entering School." 52(Oct. 1975), 978-982.
Surveys children's books dealing with children's feelings and experiences as they go to school for the first time. Books are classified under three major categories: (1) the image of the totally happy initial school experience; (2) the image of minor fears and mishaps; and (3) the image of major crises. The author contends these books have a potential impact on youngsters and teachers.

323. SHERMAN, Carolyn. "Friendship As Portrayed in Children's Books." 52(Apr. 1975), 449-454, 494.
Explores various themes of friendship in children's books. Cites many examples of books which deal with the advantages, disadvantages, shortcomings, and significance of friendship. (B)

324. TROIKE, Dorothy. "Four Satires in Children's Literature." 50(May 1973), 715-717.
Examines four adult satires that are also enjoyed by children: The Adventures of Huckleberry Finn (Twain), Gulliver's Travels (Swift), Don Quixote (Cervantes), and Animal Farm (Orwell). Concludes that children

enjoy adult satire because they can identify with the purpose and viewpoint of the satirist.

See Also: 407.

Literature Units

325. BINGHAM, Jane M.; and Scholt, Grayce. "The Great Glass Slipper Search: Using Folktales with Older Children." 51(Oct. 1974), 990-998.
Encourages teachers to develop a unit on folktales from different countries and have pupils examine how traditional tales change according to the country in which they are told. Supplies twelve variations of the Cinderella tale.

326. BODEM, Marguerite M. "The Role of Fantasy in Children's Reading." 52(Apr. 1975), 470-471, 538.
Reviews Ravenna Helson's categorization of fantasy types. Suggests a project for independent English studies at upper elementary levels which correlates Helson's categories with certain authors and their works.

327. CHAMBERS, Dewey W.; and VanAssen, Frances. "America the Beautiful." 48(Mar. 1971), 298-303.
Provides an annotated bibliography organized under specific ecological concepts designed to aid the primary teacher in a unit on ecology. (B)

328. CORLEY, Patricia. "Paperbacks--A Unit for Reading Appreciation." 51(Mar. 1974), 421-423.
Describes a unit in which students read paperbacks of their choices. Discusses the formation of the unit, activities required, and pupil response.

329. COX, Mahala. "Children's Literature and Value Theory." 51(Mar. 1974), 355-359.
Describes how values clarification can be taught through children's literature using such activities as discussion, value sheets, and character identification.

330. MORRISSEY, Helen. "The Wind in the Willows and Spanish-Surnamed Fourth-Graders." 52(Apr. 1975), 569-570.
Describes a two dimensional program for Spanish-surnamed children that resulted in the pleasurable sharing of great literary works: reading orally to the students and involving them in activities designed to emphasize the similarities between many Spanish and English words.

331. PILLAR, Arlene M. "Selected Greek Myths: A Critical Appreciation." 51(Mar. 1974), 427-431.
Describes a unit on Greek myths, detailing objectives, teacher presentations, and student activities.

332. PROUTY, Dorrie. "Read about Death? Not Me!" 53(Sept. 1976), 679-682.
Describes a reading unit for fourth graders dealing with stories about death. (B)

333. STEGMAIER, Norma K. "Teaching Interpersonal Communication Through Children's Literature." 51(Oct. 1974), 927-931.
Contends that children can become aware of conflict situations involving parents, siblings, and peer group members and develop sensitivity and empathy through children's literature. Suggests books and activities for teaching these conflict situations.

Biographies of Children's Authors

334. BURNS, Paul C.; and Hines, Ruth. "Carolyn Haywood." 47(Feb. 1970), 172-175.
Describes Haywood as an author who set a new trend in children's literature by writing stories that were realistic, exciting, and funny. She ranks high among favorite authors of children aged seven through ten. Her stories are also good for reading to children. A list of her stories accompanies the article. (B)

335. CARLSON, Julie. "Jean Lee Latham - 'A Memorable Person.'" 47(Feb. 1970), 281-284.
Latham has written plays for stage and radio, as well as over thirty books. As an author of juvenile books, she has won several honors including a Newbery Award for Carry On, Mr. Bowditch. Her work ranges from tell-together stories for the very young to plays and biographies for older elementary and junior high children.

336. CORNELL, Robert W. "Robert Lawson: For All Children." 50(May 1973), 719-725, 738.
Includes a review of Lawson's life and works, along with comments on his writing and illustrating techniques.

337. DURELL, Ann. "Frank Bonham." 51(Sept. 1974), 769-771.
Describes the thorough research that Bonham has conducted in order to write his books.

338. HARMON, Mary K. "Bernard Waber." 51(Sept. 1974), 773-776.
Describes Waber's growth as a writer and illustrator by examining his published books.

339. HENRY, Marguerite. "A Weft of Truth and a Warp of Fiction." 51(Oct. 1974), 921-925.
Relates the interesting events that inspired Marguerite Henry to write the children's book San Domingo, The Medicine Hat Stallion.

340. HOPKINS, Lee Bennett. "Profile: An Interview with Garth Williams." 53(Oct. 1976), 806-809.
Records an interview with Garth Williams, illustrator of many children's books, including those of E.B. White and Laura Ingalls Wilder.

341. JACKSON, Richard W. "Books That Blume: An Appreciation." 51(Sept. 1974), 779-783.
Relates the author's satisfaction in working with Judy Blume, from the editing to the final publication of her books.

342. KARL, Jean. "Zilpha Keatley Snyder." 51(Sept. 1974), 785-789.
Describes the difficulties that Snyder encountered while revising four of her manuscripts.

343. KELLER, John G. "Ellen and Me or The Editor as Fisherman's Wife." 51 (Sept. 1974), 791-796.
Relates how Ellen Conford began her career writing picture books and how she progressed to writing popular novels for pre-teens.

344. McELDERRY, Margaret K. "Penelope Farmer: The Development of an Author." 51(Sept. 1974), 799-805.
Relates discussions held between editor McElderry and author Farmer concerning style and word usage in her books.

345. OLSON, Barbara V. "Mary Norton and the Borrowers." 47(Feb. 1970), 185-189.
Describes Norton's life and her wonderful imagination which is reflected throughout her stories. Analyzes the books upon which Norton's reputation as a writer rests: The Borrowers. These books are written with meticulous attention to detail. The vocabulary makes demands upon upper-elementary age children, while the prose is rich enough for reading aloud.

346. RICHARDSON, Carmen C. "Harry Behn: Wizard of Childhood." 51(Oct. 1974), 975-976, 1002.
Briefly describes Behn's feelings about life and children and how these feelings are expressed in his stories and poems.

347. TOOTHAKER, Roy E. "A Conversation with Alberta Wilson Constant." 53(Jan. 1976), 23-26.
Presents Constant's views on writing and storytelling as well as biographic information about her.

See Also: 263.

Evaluation

Evaluation of Students

General

348. ALEXANDER, J. Estill; and Filler, Ronald Claude. "Measures of Reading Attitudes." 52(Mar. 1975), 376-378.
Discusses eight attitude measurement instruments that have been used with success. Validity and reliability information is provided.

349. BLUE, Reginald. "Accountability to Children." 52(Jan. 1975), 51-52, 72.
Discusses the use of criterion-referenced tests for assessing reading performance.

350. BURGETT, R.E.; and Glaser, N.A. "Appraising the Revised Standardized Reading Test." 50(Jan. 1973), 71-74.
Suggests that research is needed to determine if revised standardized reading tests accurately approximate the content of classroom reading materials and accurately determine instructional reading levels.

351. EKWALL, Eldon E. "A Method of Testing for the Various Consonant and Vowel Sounds." 50(Jan. 1973), 41-43, 48.
Recommends using a method found in the Diagnostic Test of Rx Reading Program to test for student knowledge of various consonant and vowel sounds.

352. MEEHAN, Trinita. "An Informal Modality Inventory." 51(Sept. 1974), 901-904.
Presents the Informal Modality Inventory, designed to assess development in visual, auditory, and/or manual learning. Describes how to use and score the test.

See Also: 74, 151, 164, 387.

Informal Reading Inventories

353.* LAKWALL, Eldon E.; Solis, Judy K. English; and Solis, Enrique, Jr. "Investigating Informal Reading Inventory Scoring Criteria." 50(Feb. 1973), 271-274, 323.
Describes the use of a polygraph to determine the frustration level in reading. Concludes that age, sex, and ethnic group do not influence the level at which a reader becomes frustrated. Intelligence level, general reading level, and some personality characteristics do appear to make a difference.

354. GUSZAK, Frank J. "Dilemmas in Informal Reading Assessments." 47(May 1970), 666-670.
Briefly discusses some of the general dimensions of informal reading inventory testing. Focuses on some perplexing dilemmas regarding interpretation, including the unwillingness of many reading authorities to accept Betts' levels of reading proficiency and the lack of consistency in marking word recognition errors from the oral reading selections.

355. HOLLANDER, Sheila K. "Why's a Busy Teacher Like You Giving an IRI?" 51(Sept. 1974), 905-907.
Defends the usefulness of IRI's as opposed to standardized tests. The individual testing situation provides more information than group tests.

356. LIVINGSTON, Howard F. "Measuring and Teaching Meaning with an Informal Reading Inventory." 51(Sept. 1974), 878-879, 895.
Contends that an informal reading inventory should be based on the same skills that should be taught: literal comprehension, interpretation, and critical reading. Offers suggestions for types of questions in each category.

357. MARQUARD, Richard L. "Reading Levels-A Second Look." 50(Jan. 1973), 95-96, 102.
Contends that the primary purpose for the estimation of a reading level is not to determine a status, but to establish a point from which to effect a change in instruction.

358. SMITH, Edwin H.; Guice, Billy M.; and Cheek, Martha C. "Informal Reading Inventories for the Content Areas: Science and Mathematics." 49(May 1972), 659-666.
Explores the problems in determining student reading levels in the content areas. Includes abstracts of science and mathematics informal reading inventories from the uncompleted Smith-Guice manuscript Teaching Developmental Reading. These inventories should be supplemented with an informal inventory from the content text used.

Evaluation of Programs

359. HILLERICH, Robert L. "Accountability and the Teaching of Reading." 52(May 1975), 681-687, 700.
Reports the pros and cons of current trends in accountability in reading: performance contracting, behavioral objectives, and criterion-referenced testing. Suggests that the trend in "accountability syndrome" has positive aspects, but cautions educators not to initiate structures without considering the necessary changes in the internal works or day to day operation of classrooms.

360. JOHNSON, Glenn; Ilika, Joseph; and Stenning, Walter. "The Application of a Category System in the Content Analysis of a Reading Program." 50(Sept. 1973), 861-864, 874.
Presents and explains a set of 13 categories intended to assist educational personnel in the content analysis of reading programs.

361. N.C.T.E. Committee. "Forum: Guidelines to Evaluate the English Component in the Elementary School Program." 53(Oct. 1976), 828-838.
Presents guidelines which elementary and middle schools can use to assess their language arts programs. The guidelines are divided horizontally to represent the following concerns with the various areas of the language arts curriculum: general aspects, listening, speaking, reading, and writing. The guidelines are also categorized vertically, with columns of concerns for individual and group differences, principles of language learning, and objectives and evaluation.

362. SMITH, Richard J. "The Intermediate Grades Reading Program: Questions Teachers and Principals Ask." 49(Mar. 1972), 364-368.
Presents questions which reflect the major concerns about reading expressed by teachers and principals. Discussion intended to supply guidelines for evaluating and improving reading instruction in grades four, five, and six follows each question.

Public and School Libraries

General

363. FREEMAN, John. "School Library: See Media Center." 53(Oct. 1976), 803-804.
Contends that school libraries have changed their function because the learning situations that surround them have caused them to shift emphasis. Presents twelve ideas for involving students, staff, and the community in the development of a media center.

364. IZARD, Anne. "Disturbing Your Universe." 51(Mar. 1974), 399-401.
Discusses the advantages of combining efforts of school libraries with public libraries. Briefly describes successful projects.

365. SMALL, Robert C., Jr.; and Kenney, Donald J. "Reading Interests and Library Organization." 52(Nov./Dec. 1975), 1127-1129.
Contends that middle school libraries should be arranged to reflect what

is known about student reading interests and book selection habits. Suggests categorizing material by topics of interest rather than literary genres.

366. WILLIAMS, Dianne T. McAfee. "The Young Child Uses the Media Center." 53(Feb. 1976), 123-124.
Notes that primary students often need help finding books in the media center. Presents a subject arrangement of picture books which uses pictures as symbols, designed to help young children locate books with ease.

See Also: 405.

Programs

367. CRAMER, Ward; and Dorsey, Suzanne. "Libraries Are for Intellectual Fun." 49(May 1972), 772-774.
Describes the adaptation of library procedures to the needs of its users in the primary grades. The function of such a library is to provide: (1) a varied collection of books for recreational reading and extension of individual interests; (2) materials for supplementing the school's beginning reading program; and (3) a wide selection of source books which can be used in study and elementary research.

368. MAHONEY, Sally. "Individualizing in the Library." 52(Mar. 1975), 346-350.
Describes a library program designed to utilize "individualized reading projects" which will assist teachers of gifted students.

369. WICKES, Jacqueline. "A Report on a Summer Read-A-Loud Program." 47(Feb. 1970), 257-261.
Describes a project which sought to bring books to a ghetto community. A significant feature of this program was that fifth grade students of a local elementary school had organized the project, secured the books, and read the selections to young children. The program was deemed a success.

SECTION III: THE STUDENT AS A READER

Environmental Factors

Parental and Home Influence

370. ALLEN, James E., Jr. "The Right To Read - Target for the 70's." 47(Apr. 1970), 487-492.
Sets the goal of assuring that by the close of the 70's students will be able to read to their potentials. Includes specific steps which communities can begin implementing in an effort to achieve this goal.

371. CAIN, Mary A. "The Literate Children of British Primary Schools." 52(Jan. 1975), 84-87.
Contends that the success of the British primary schools in the area of language arts is due to a literate environment in which experiences and language are closely related.

372. CRISCUOLO, Nicholas P. "Involvement: Key to Successful Reading Programs." 47 (Mar. 1970), 392-393.
Discusses the trend of lay citizens overseeing and setting educational policies. Expects that this trend will continue; warns educators not to relinquish their professional leadership roles as changes in reading instruction and other educational policies are made.

373. CRISCUOLO, Nicholas P. "Parents: Active Partners in the Reading Program." 51(Sept. 1974), 883-884.
Suggests six ways in which parents can contribute to a school reading program.

374. DALUOHY, Astra. "Watch and Talk." 53(Feb. 1976), 132-134.
Maintains that such educational programs as Sesame Street and Electric Company can have a positive effect on children's reading and readiness skills if utilized properly. To assure maximum benefit from these programs, a teacher or parent should view them with children. The viewing could be followed by discussion which clarifies the meaning of the episodes, encourages inferential thinking, and reinforces new vocabulary.

375. HANSEN, Harlan S. "The Home Literary Environment - A Follow-up Report." 50(Jan. 1973), 97-98, 122.
Outlines the specific facets of the home literary environment which contribute most to a positive reading attitude. Describes the implications these have for schools.

376. HOSKISSON, Kenneth. "Should Parents Teach Their Children to Read?" 51(Feb. 1974), 295-299.
Contends that there are advantages in having a parent teach his/her child to read. The parent knows what the child has learned, the experiences the child has had, and his/her interests, while a teacher lacks this information.

377. PIKULSKI, John J. "Parents Can Aid Reading Growth." 51(Sept. 1974), 896-897.
Contends that parents can help children learn to read.
Gives several guidelines for parents who want to help their children at home.

378. STYER, Sandra. "The Teacher as Storyteller and Parent Educator." 53(Feb. 1976), 213-215.
Regards the school's involvement with the community as imperative. Describes a preservice program in which teacher-training students participated in storytelling sessions attended by elementary students and their parents. Results indicate that the program benefited all participants.

379. TWINING, James E. "The Right to Read: A Note on Controversy." 50(Jan. 1973), 61-63, 74.
Contends that most critics of the right to read movement are criticizing a highly regimented educational system that lacks concern for individual differences, not the educational right of every child to learn to read.

Cultural Factors

General

380.* EDELSKY, Carole. "Recognizing Sex-linked Language." 53(Oct. 1976), 746-752.
Reports the results of a study designed to explore two aspects of sociolinguistic competence: (1) to find if people can recognize and explain why certain language items are linguistic expressions of traits which are socially assigned on the basis of sex; and (2) to plot the course of development of this aspect of interpretive communicative competence in children. The research reveals that adults can identify linguistic correlates of sex roles; children, however, are not able to do this at all ages or with all language variables. Furthermore, the results of the study suggest that the number of variables identified by children as carrying sex-of-speaker meanings gradually increases with age.

381. GRIESE, Arnold A. "Focusing on Students of Different Cultural Backgrounds The Eskimo and Indian Pupil - Special Problems in Reading Comprehension." 48(Apr. 1971), 229-234.
Discusses the problems that exist in teaching reading comprehension to the Eskimo and Indian pupils of Alaska. Suggests that the use of culturally-oriented children's stories and open-ended discussion of the stories will provide a transition from concrete thinking to abstract thinking.

382. LARSON, Mary Jayne; and Inouye, Margaret G. "A Total Involvement Reading Program." 51(Feb. 1974), 249-250, 294.
Describes a reading class at an elementary school in Hawaii where most of the students are of Filipino background. The teachers concentrated on Filipino culture as a common ground for success experiences. An individualized multimedia reading program was developed by collecting materials from libraries, parents, teachers, and students.

383. NARANG, H. L. "Improving Reading Ability of Indian Children." 51(Feb. 1974), 190-192.
Contends that the environment of the Indian child, together with limited parent-child interaction and failure in school, results in poor self-concept. The reading ability of Indian children can be improved by changing teacher attitudes and behaviors, teaching Indian history, using media, and making books of different reading levels available.

384. O'DONNELL, Holly. "ERIC/RCS Report: Cultural Bias: A Many-Headed Monster." 51(Feb. 1974), 181-184, 214.
Abstracts ERIC documents which explore three ways cultural bias exerts itself in the classroom: through ethnic stereotypes in children's books, through the use of standardized tests based on white middle-class norms, and through biased teacher attitudes.

385. WHEAT, Thomas E. "Reading and the Culturally Diverse." 51(Feb. 1974), 251-256, 261.
Discusses the need for success experiences in reading for the culturally diverse. Relates the importance of teacher and student attitudes, readiness activities, and reading interests and methods.

See Also: 80.

Dialect

386. BAUMKEL, Marilyn. "Some Pertinent Comments on Teaching Black Children to Read." 48(Jan. 1971), 90-94.
Discusses the ideas presented by Baratz and Shuy in Teaching Black Children to Read. Criticizes the book's basic assumption that dialect teaching and the use of new non-standard dialect materials alone will raise the reading levels of black students.

387. BORDIE, John G. "Language Tests and Linguistically Different Learners: The Sad State of the Art." 47(Oct. 1970), 814-828.
Questions the validity of standard language tests as placement and diagnostic devices for linguistically different children. Discusses the following questions: (1) what current measuring techniques can identify characteristics of linguistically different learners? (2) are these techniques helpful in planning instruction? (3) how can the learning potential of linguistically different children be measured? and (4) what are the high priority test needs? Includes a description of twenty-nine tests and their uses.

388. FEELEY, Joan T. "Teaching Non-English Speaking First Graders To Read." 47(Feb. 1970), 199-208.
Describes attempts to teach reading to non-English speaking children by supersaturating the child with English while disregarding his/her native language. Introduces a new approach: reading in the native language first. Reviews studies which have implemented this practice.

389. FOWLER, Elaine D. "Black Dialect in the Classroom." 53(Mar. 1976), 276-280.
Explains the three current theories concerning teaching "disadvantaged" speakers of nonstandard English: (1) eradication of dialects; (2) bidialectalism; and (3) appreciation of dialect differences. Makes specific suggestions designed to promote the appreciation of dialect differences in reading, spelling, grammar, and composition.

390. GOODMAN, Yetta M.; and Sims, Rudine. "Whose Dialect for Beginning Readers?" 51(Sept. 1974), 837-841.
Examines three aspects of dialect as it pertains to reading: children can change what they read to fit their dialect; when they do so they retain the

original meaning; and no dialect reading materials can contain all aspects of a dialect.

391. MALKOC, Anna Maria; and Roberts, A. Hood. "NCTE/ERIC Report: Bi-Dialectalism: A Special Report From CAL/ERIC." 48(Jan. 1971), 125-136.
Summarizes ERIC documents about bidialectalism, a term describing the ability to use two dialects of the same language effectively. Documents included are categorized as follows: general background, instruction in the language arts, instructional materials, teacher training, and bibliographies and other references.

392.* MORGAN, Argiro Louchis. "A New Orleans Oral Language Study." 51(Feb. 1974), 222-229.
Presents a study of dialect patterns of a group of disadvantaged children. Findings relevant to beginning reading instruction are described.

393. O'DONNELL, Holly. "ERIC/RCS Report: Black Communicative Styles." 51(Nov./Dec. 1974), 1091-1095, 1113.
Contends that black communicative styles can enhance creative expression and instill a variety of styles in our language arts. Surveys ERIC documents which suggest ways black communicative styles can be and are used in the classroom.

394. PILLAR, Arlene M. "The Teacher and Black Dialect." 52(May 1975), 646-649.
Presents an overview of the issues concerning black dialect and its relevance to beginning reading instruction.

395. ROBERTS, Hermese E. "Don't Teach Them to Read." 47(May 1970), 638-640.
Heartily disagrees with postponing reading instruction for black pupils who speak a nonstandard dialect. Recommends beginning the reading program as early as age four or five and using a non-graded concept whereby an individual can learn a task as soon as he/she is ready.

396. SMITH, Holly. "ERIC/RCS Report: Standard or Nonstandard: Is there an Answer?" 50(Feb. 1973), 225-233, 241.
Abstracts ERIC documents related to three facets of the standard-nonstandard dialect controversy: (1) the myths and realities associated with black English; (2) the pros and cons of demanding standard English from all students; and (3) programs or approaches which explore language diversity and variety in the classroom.

397. TABBERT, Russell. "Dialect Difference and the Teaching of Reading and Spelling." 51(Nov./Dec. 1974), 1097-1099.
Contends that some American dialects are merging two previously distinct sounds, "ah" and "aw." Cautions teachers against correcting this merger in children's speech. Suggests adjusting reading and spelling approaches to include the difference.

398. VENEZKY, Richard L. "Nonstandard Language and Reading." 47(Mar. 1970), 334-345.
Attempts to answer the question: what language or dialect should a child first encounter in materials used for teaching reading, his/her own or a standard form? Reviews native literacy programs, the dialect approach, a standard language approach, and a "common core" method which utilizes

standard English with minimal dialect and cultural differences. Recommends emphasis on the "common core" method.

See Also: 25, 150, 208, 211.

Attitudes

Changing Attitudes About Reading

399. HALL, Mary Anne; and Gambrell, Linda B. "Children as Authors." 49(Oct. 1972), 889-893.
Explores the contribution of materials written by children. Presents an annotated bibliography of published materials which feature children's efforts. These books are sources which teachers can use to develop interest in reading. (B)

400. KOE, Frank T. "Attitudes Toward Reading." 52(Mar. 1975), 342, 366.
Contends that teachers seldom consider the importance of students' attitudes toward reading; as a result, many students continue through the years with a casual attitude toward reading. Suggests that teachers must continually assess their own attitudes and the attitudes of their students in order to deal with this problem.

401. LEWIS, Claudia. "A Sudden Love of Reading." 50(May 1973), 767-769.
Discusses ways teachers can share their own reading enthusiasm with children. Suggests reading portions of children's autobiographies as one means toward this end.

402. McCABE, Patrick P. "'RX' for Reading Attitude Change." 52(Jan. 1975), 43-44.
Recommends using personalized stories to develop more positive attitudes toward reading. Describes the use of language-experience stories and photographs as basic classroom reading material. Reports that interest and enthusiasm may replace boredom and apathy.

403. MOVSHOW, Rae S. "The Reluctant Reader." 52(Mar. 1975), 340-341.
Hypothesizes that the reluctant reader needs exposure to literature and the "world of books." Reports that use of filmstrips and films along with books may have a positive effect on the reluctant reader's attitude toward reading.

404. SPINRAD, Diane. "How All the Children Began to Read." 53(May 1976), 572-573.
Describes the initiation and reports the results of an uninterrupted sustained silent reading program in Teaneck, New Jersey.

405. STEWIG, John Warren. "Instructional Strategies: They Can--But Do They? (Read, that is!)" 50(Sept. 1973), 921-924, 970.
Proposes that many who read adequately still do not choose to read. Advocates four ways librarians can encourage reading: (1) have personnel in all libraries when school is in session; (2) minimize the role as skill developer--encourage browsing; (3) relax or reject notions of balancing a child's reading habits; and (4) get more children involved.

See Also: 172, 175, 178, 201, 205, 369, 431.

Changing Attitudes Through Reading

406. BARKER, Miriam L. "Books for Our Precocious Pre-Teen Age Girls." 49(Mar. 1972), 349-351.
Presents an annotated bibliography for eleven- and twelve-year-old girls. Emphasizes that these girls need wholesome books to help them understand themselves and others, to expand their interests and knowledge, and to help them establish values and ideals. (B)

407. BARTCH, Marian. "Divorce--Children's Literature Style." 53(May 1976), 574-576.
Finds that good literature dealing with this difficult situation has been written on all levels of comprehension and reading ability, from primary to young adult. Reviews recommended books dealing with divorce. (B)

408. CIANCIOLO, Patricia. "'Feeling Books' Develop Social and Personal Sensitivities." 52(Jan. 1975), 37-42.
Contends that children need not become insensitive, unfeeling, or unthinking. Recommends the use of "feeling books" to expose children to a variety of emotions and feelings which may enhance their humanness and humaneness.

409. CORMAN, Cheryl. "Bibliotherapy--Insight for the Learning Handicapped." 52(Oct. 1975), 935-937.
Contends that bibliotherapy is an effective method for fostering personal growth and learning. Recommended procedures for using bibliotherapy and sources of useful books are provided.

410. CRAIN, Henrietta. "Basic Concepts of Death in Children's Literature." 49(Jan. 1972), 111-115.
Lists various concepts concerning death and available books that deal with these concepts. By reading this literature, a child can learn about death and begin formulating a mature attitude about it. (B)

411. DIETERICH, Daniel J. "ERIC/RCS Report: World Literature for World Understanding." 50(Mar. 1973), 479-486.
Maintains that children's literature which presents an accurate and equitable picture of people of every land can play a key role in promoting world understanding. Surveys ERIC documents which include bibliographies, reading lists, study guides, and commentaries on international education in the elementary school.

412. HOAGLAND, Joan. "Bibliotherapy: Aiding Children in Personality Development." 49(Mar. 1972), 390-394.
Describes the general process, procedure, and benefits of using bibliotherapy as a way of helping children deal with problems.

413. MANSELL, Maureen. "Seeing the Other Point of View." 52(April 1975), 505-507.
Contends that young children assume that others perceive things in the same manner as they do. Gradually children learn that others view things differently and that these views are also valid. Books and suggested questioning procedures are listed for development of these concepts. (B)

414. MOSS, Judith P. "Death in Children's Literature." 49(Apr. 1972), 530-532.
Discusses these six books which might form the basis of a library shelf on the subject of death: (1) E. B. White's Charlotte's Web; (2) Vera and Bill Cleaver's Where the Lilies Bloom; (3) Vera and Bill Cleaver's Grover; (4) Jean Little's Home From Far; (5) Gunilla B. Norris' Lillan; and (6) Herbert S. Zim and Sonia Bleeker's Life and Death.

415. POSKANZER, Susan Cornell. "A Case for Fantasy." 52(Apr. 1975), 472-475.
Describes how the author successfully used fantasy literature to encourage creativity in a class characterized by too much conformity and rigidity.

416. SCHULTE, Emerita Schroer. "Today's Literature for Today's Children." 49 (Mar. 1972), 355-363.
Explores some of the concerns of today's children and some of the literature which reflects these concerns. Ethnic differences, poverty, religious differences, violence, boy-girl relationships, and drug addiction are discussed. (B)

417. SHEPHERD, Terry; and Iles, Lynn B. "What is Bibliotherapy?" 53(May 1976), 569-571.
Places the concept of bibliotherapy in historical perspective. Offers guidelines a teacher or librarian should follow when attempting bibliotherapy with children.

418.* TREZISE, Joan. "The Use of Realistic Fiction about the Poor with Middle Class Eighth Graders." 48(Mar. 1971), 316-319.
Describes a study in which 34 bright, middle-class eighth graders read at least one book concerned with characters who were socially or economically deprived. At the end of two weeks, evaluations from these students indicated that they enjoyed the books and developed more sympathy and compassion toward the poor.

See Also: 109, 125, 302, 329, 333.

Interests

General

419.* ASHLEY, L. F. "Children's Reading Interests and Individualized Reading." 47(Dec. 1970), 1088-1096.
Presents results of a study of reading interests of a representative sample of nine hundred children in grades four through seven. Encourages teachers to take a course in children's literature for better understanding of each child's needs.

420. DARKATSH, Manuel. "Who Should Decide on a Book's Merit?" 51(Mar. 1974), 353-354.
Suggests that children aid in purchasing books based on those they have enjoyed. Choosing only those books that adults believe children would enjoy is discouraged.

421.* FLEMING, James T. "Relevance of Differential Thematic Content to Children's Self-selection of Reading Matter." 48(Nov. 1971), 833-838.
Describes a study designed to determine whether students select books that correspond with their ability to read. Results showed that students could pick out "easy books" by their themes, but could not distinguish between an "average" book and a "hard" book by theme alone.

422.* GEESLIN, Dorine H.; and Wilson, Richard C. "Effect of Reading Age on Reading Interests." 49(May 1972), 750-756.
Reports on a research study which examined the influence of a child's reading age on his/her choice of books. The study sought to answer two questions: (1) does an eight year old who is two years accelerated in reading ratify the choices of other third graders or does he/she prefer the favored books of fifth graders? (2) does the twelve year old who is two years retarded in reading like the books favored by fifth graders better than those preferred by seventh graders? Results of the research indicate no evidence that members of either chronological age group were more influenced by reading age than by chronological age.

423.* GROFF, Patrick. "Research Critiques." 47(May 1970), 651-654.
Deals with research on children's story preferences. Findings of the study by Ford-Koplyay indicate a shift in children's reading preferences, a surprising agreement between divergent socioeconomic areas, and the importance of format and media in their preferences. Suggests that teachers create their own preference tests using the Ford-Koplyay study as a guide.

424. GUNDERSON, Ethel. "Young Children Discuss Books." 49(Apr. 1972), 564-570.
Reproduces seven year olds' reactions to some books read to them. Their comments indicate that they react favorably toward the books without knowing the adult opinion of their quality.

425.* KIRSCH, Dorothy. "From Athletes to Zebras--Young Children Want to Read About Them." 52(Jan. 1975), 73-78.
Study reports the expressed reading interests of first- and second-grade children from different geographic areas of the United States. These children also differed in racial, ethnic, and socioeconomic backgrounds.

426.* MASON, George E.; and Blanton, William E. "Story Content for Beginning Reading Instruction." 48(Nov. 1971), 793-796.
Describes a study designed to identify and quantify the reading interests of pre-school children. Results show that pre-school children prefer fairy tales, animal tales, storybooks, and books about machines. A large percentage of the children wanted to read the same story they most liked to hear.

427.* ROSE, Cynthia; Zimet, Sara G.; and Blom, Gaston E. "Content Counts: Children Have Preferences in Reading Textbook Stories." 49(Jan. 1972), 14-19.
Discusses a study designed to determine if first grade children prefer reading textbook stories dealing with developmental concerns and interests. Themes considered in the study were: (1) pranks; (2) activities appropriate to seven year olds; (3) activities having the same gender association as the child reading the story; (4) peer interaction,

and (5) successful outcome stories. Results indicate that first graders did prefer this reading material; thus, story content has an impact on the child's approach to reading.

428.* TIBBETTS, Sylvia-Lee. "Research in Children's Literature: A Need for Standardized Procedures." 52(Apr. 1975), 503-504.
Reports that comparison between studies of children's reading interests is an impossibility until the methods for investigation are more standardized. Describes some of the current methods for investigating reading interests.

429.* WIBERG, John L.; and Trost, Marion. "A Comparison Between the Content of First Grade Primers and the Free Choice Library Selections Made by First Grade Students." 47(Oct. 1970), 792-798.
Uses a check-out frequency of library books to keep a complete record of books read and the number of times they were checked out. Results indicate a marked disparity between primer content and actual preference in library selections. Concludes that the primers currently used in classrooms have inappropriate content which may limit their usefulness as tools for teaching reading.

See Also: 146, 158, 176, 365.

Motivation

430. HARDY, Donald W. "Primary Reading: A Suggested Environment." 51(Sept. 1974), 866-867, 877.
Describes a classroom atmosphere that encourages self-motivation and individualization for the pupil. The environment should be based upon praise, student responsibility, peer aid, and reasonable expectations.

431. JOHNSON, William. "Books for Sale." 49(Feb. 1972), 233-234.
Suggests various methods for encouraging children to read in addition to the traditional written book report.

432. MEHL, Robert F., Jr. "Games in Class: Fun and Learning." 53(Apr. 1976), 392-394.
Suggests that the addition of properly constructed games to the junior high school language class can be a unique motivational device. Simplicity should be the major guideline for game design.

433. MILLER, Winifred. "Dragons--Fact or Fantasy?" 52(Apr. 1975), 582-585.
Describes a classroom project centered around students becoming self-motivated and responsible for the manner in which they use their time. The result was that they were better able to assess their work habits and accomplishments. "Dragons: Fact and Fantasy" was the subject used as a vehicle to motivate interest. (B)

434. ODLAND, Norine. "Teaching Children's Literature: From the Point of View of the Reader." 49(Nov. 1972), 993-995.
Maintains that if the purpose for teaching children's literature is to introduce readers to books to which they can respond and to encourage self-directed reading, then the responsiblity for considering the reader's point of view is clearly evident.

435. RICHARDSON, Carmen C. "A Thirst After Books." 51(Mar. 1974), 345-347.
Stresses the importance of providing books for children that offer experiences to be remembered long after the books are read. Books dealing with universal emotions and those that provide sensory impressions are of this type. (B)

436. RINSKY, Lee. "Media Motivation Affects a Literary Happening." 52(Oct. 1975), 976-977.
Describes a project to motivate children to read. Reveals that children's favorite stories are those that have been viewed either on television or in the theater. Concludes that the media are a strong motivating factor inducing children to read quality books.

437. SPENNATO, Nicholas A. "Cause: Project Literary Fair. Effect: More Eager Readers." 51(Sept. 1974), 880-882.
Describes the organization and success of a county-wide literary fair held in Pennsylvania. Children were to "sell" their favorite books through projects and activities.

See Also: 243.

Self-Concept

General

438. EDWARDS, Beverly Sigler. "The Therapeutic Value of Reading." 49(Feb. 1972), 213-218.
Describes the interdependence of reading and self-concept and the implications of this idea for education.

439. ENGEL, Rosalind. "Literature Develops Children's 'I's' for Reading." 53(Nov./Dec. 1976), 892-898.
Contends that "image readiness" begins at birth and involves all the actions and interactions between children and members of their environment. Stresses the importance of developing positive self-images in children. Discusses the role of literature in fostering positive self-images in children.

440. HARVEY, Robert C.; and Denby, Robert V. "NCTE/ERIC Report: Life at an Early Age: Nourishing Self-Concept in the Classroom." 47(Nov. 1970), 993-1001.
Describes ERIC documents relating to the problem of self-image. Abstracts are arranged according to the following categories: nourishing the self-concept, seeing the self in books, building human relations, and supplementary bibliography.

441. LAPP, Diane; and Fram, Ralph D. "The Neglected 'I.'" 52(Jan. 1975), 45-48.
Contends that some students are withdrawing from society because of a loss of self-identity in the classroom. As a solution to this problem, the authors suggest implementing an eclectic, process-centered language arts curriculum based on individual language development through personal experience.

442. PARADIS, Edward E.; and Arth, Alfred A. "Reading: Vanguard of Junior High/Middle School Curriculum." 52(Mar. 1975), 329-334.
Contends that the adolescent child is in constant search for an identity and a feeling of belonging and security in school. Suggests methods for

enhancing self-concept and group security development in the areas of systematic reading instruction, content areas, personalized reading, and basic skills development.

443. QUINCY, Alpha. "Freedom to Read." 53(Apr. 1976), 410-413, 427.
Explores the problems of racism and sexism in children's literature. Rather than censorship, recommends balancing points of view through the use of a broad range of books. Concludes that teachers must be sensitive to the self-concepts of all children and must choose reading materials accordingly.

444. RIEGER, Arlene A. "Improving Self-Concepts for Reading Underachievers." 52(Mar. 1975), 364-366.
Suggests a program to assist underachieving students in developing a more positive self-concept. Students do as much grade-level work as possible by working in pairs with more advanced students, working on listening lessons, reinforcing content area skills, and learning key word study skills. Contends that students form good self-concepts through individual and group competition.

445. WINKELJOHANN, Sister Rosemary. "ERIC/RCS Report: Children's Affective Development Through Books." 51(Mar. 1974), 410-414.
Contends that the affective development of children can be enhanced through books. Lists several books and bibliographies to aid teachers in their selection of affective children's literature. (B)